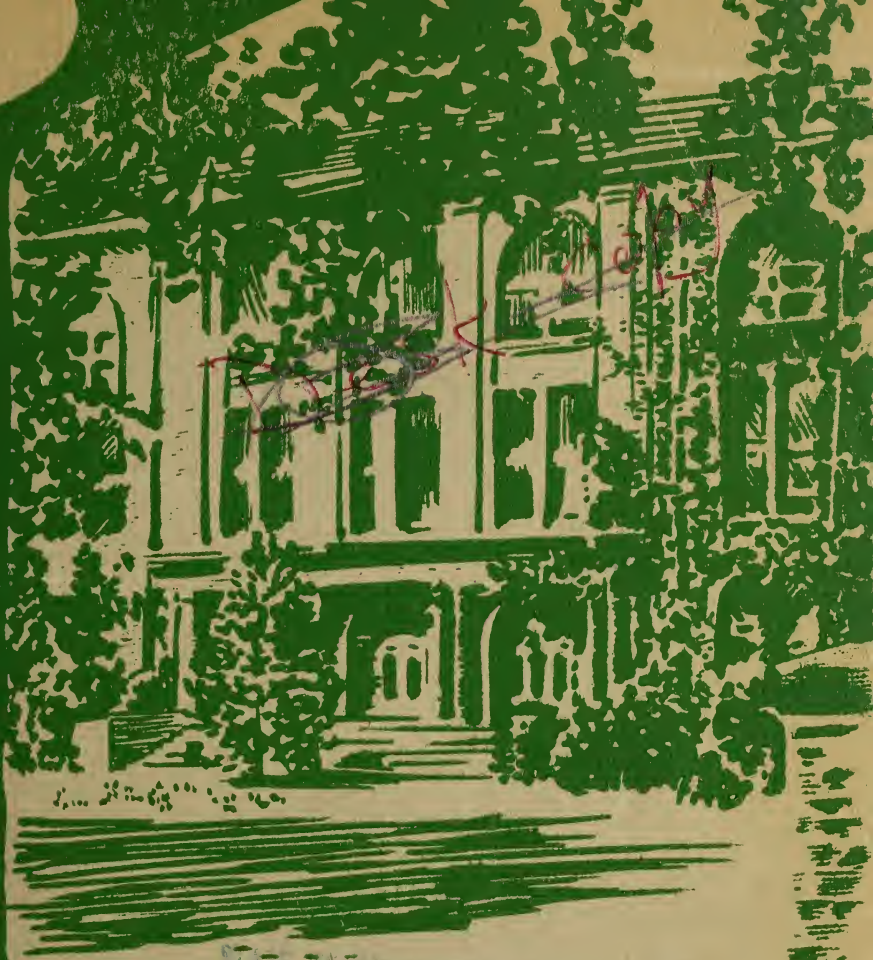


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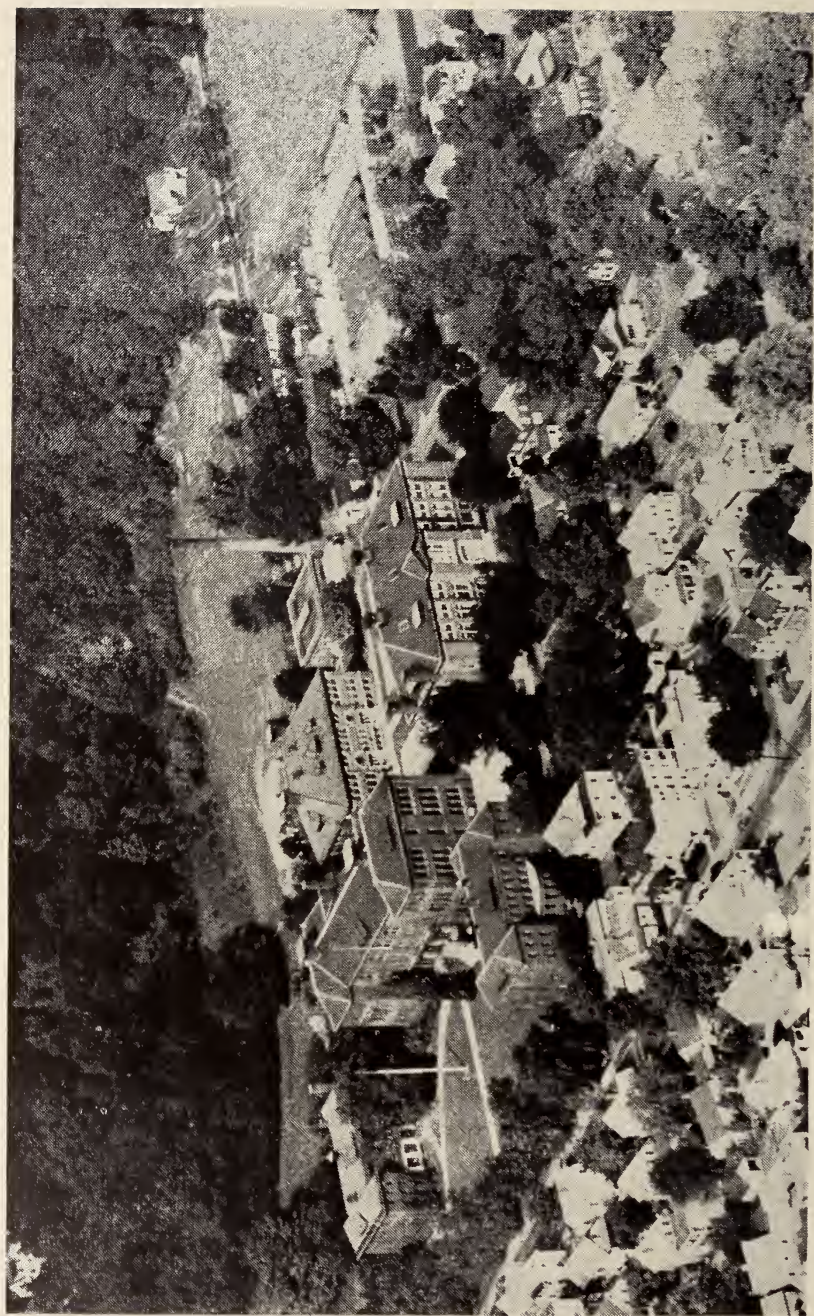
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THE COMMONWEALTH OF MASSACHUSETTS

State Teachers College

Fitchburg, Mass.

Established 1894



ACCREDITED BY

National Council for Accreditation for Teacher Education

MEMBER OF

The American Association of Colleges for Teacher Education

New England Association of Colleges and Secondary Schools

The New England Teacher Preparation Association

The Eastern States Association of Professional Schools for Teachers

Association of Teacher Education Institutions

National Commission on Accrediting

American College Public Relations Association

Massachusetts Council on Teacher Education

CHT
1955/56

The State Teachers College at Fitchburg

The State Teachers College at Fitchburg was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. Empowered to confer degrees upon its qualified candidates, the College offers a well-integrated education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degrees of Bachelor of Science in Education and Master of Science in Education.

Board of Education

Department of Education, 200 Newbury St., Boston 16, Massachusetts.

Term Expires:

- 1960 MR. JOHN W. McDEVITT, Chairman, 111 Virginia Rd., Waltham
- 1959 RT. REV. MSGR. CORNELIUS T. H. SHERLOCK, Vice Chairman, 45 Alewife Brook Parkway, Cambridge
- 1961 MRS. ALICE M. LYONS, Secretary, 76 Moraine Street, Jamaica Plain
- 1955 MR. G. JOHN GREGORY, 711 Boylston Street, Boston.
- 1956 DR. WILLIAM E. PARK, Simmons College, Boston
- 1957 DR. OWEN B. KIERNAN, 37 Thompson Lane, Milton
- 1958 DR. LEO C. DONAHUE, 108 Summer Street, Somerville
- 1962 DR. ALEXANDER BRIN, 251 Causeway Street, Boston
- 1963 MRS. JULIA M. FULLER, 292 Forest Park Avenue, Springfield

DR. JOHN J. DESMOND, JR.
Commissioner of Education and Executive Officer

DR. PATRICK J. SULLIVAN
Director, Division of State Teachers Colleges

The Aims and Objectives of The State Teachers College at Fitchburg

The faculty and student body of the State Teachers College at Fitchburg share an understanding of the purposes of the programs which are offered. These purposes are subject to continuing appraisal, interpretation, and suggestion for revision. In orientation experiences, freshmen are introduced to them in order that at the very outset of their participation, they shall have a clear vision of their educational venture. In seminars and committees, faculty members and students study and recommend improvements in our educational design and clarify as well as amplify their understandings of the functions of the college.

The objectives of this college rest upon an agreement by the faculty as to the chief bases for planning the program of an institution for teacher and nursing education. That agreement exists in documentary form, drawn up by a faculty committee, and considered and accepted by the whole faculty, who constantly scrutinize it for improvement.

The Objectives of General and Professional Education

The objectives of this college in general and professional education, derived by faculty agreement from their bases of curriculum design, are set forth below.

The Objectives of General Education

The broad objectives of this college in the general education of its students are:

1. Growth in the appreciation of the total culture.
2. Growth in the ability and disposition to share experience, through improvement of the tools of communication.
3. Growth in the evaluation of and respect for self in relation to the culture.
4. Growth in the understanding of human behavior.
5. Growth in self-disciplined freedom of behavior in a social setting under a system of mutual restraints and obligations.
6. Growth in self-disciplined freedom of belief and opinion.
7. Growth in the self-disciplined freedom to attempt social change by democratic means.
8. Growth of faith in the principles that the moral right to freedom depends upon the obligation to be informed and disciplined in its use.

9. Growth of faith in the principle that the welfare of the group is essential to the welfare of the individual.
10. Growth in the understanding of the essentiality of the spiritual discipline and of the limitations placed upon its development in democratic public institutions.

The Objectives of Professional Education

The efficient teacher will possess the specialized knowledges, understandings, habits, attitudes, and skills essential to effective school practice in American democracy. Teacher education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in teaching skills.
2. Intelligent practice of the specialized skills of the teacher.
3. Growth in the understanding of the values, objectives, and design of democratic education in a changing society.

The efficient nurse will have matured in the essential specialized knowledges, understandings, habits, attitudes, and skills. Nursing education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in the nursing skills.
2. Intelligent practice of the specialized skills of the nurse.
3. Growth in the understanding of the aims and design of health and services in a changing democratic society.

Both teacher and nursing education must impose those experiences which professional certification requires. This college will provide for democratic maturation, only to the degree that it capitalizes upon every proper opportunity for genuine choice, voluntary association, assumption of responsibility, and guidance—individual and group.

Administration and Faculty

RALPH F. WESTON, A.B., A.M. (1926)*	President
GEORGE F. CONDIKE, A.B., Ph.D. (1947)	Dean of Instruction, Professor of Chemistry.
PHILIP A. McMURRAY, A.B., Ed.M. (1947)	Dean of Men, Associate Professor of English.
JOSEPHINE A. BOLGER, B.S. in Ed., A.M. (1929)	Dean of Women, Assistant Professor of Psychology.
ROGER F. HOLMES, A.B., Ed.M. (1940)	Director of Graduate Study, Professor and Head of Social Studies Dept.
JAMES J. HAMMOND, B.S. in Ed., Ed.M. (1937)	Director of Industrial Arts, Professor of Education.
WILLIAM R. TRACEY, B.S. in Ed., Ed.M., Ed.D. (1948)	Director of Training Associate Professor of Education.
RACHEL S. BRUCE, B.S. in Ed., A.M., (1927)	Assistant Director of Training, Assistant Professor of Education.
SIGNE ANTILE, B.S. in Ed., Ed.M. (1946)	Instructor and Supervisor Junior High School Geography
BETTINA ASSELTA, B.S. in Ed. (1954)**	Instructor and Supervisor of Grade 3
ISABELLE N. BRAGG, B.S. in Ed., M.A. (1954)	Instructor and Supervisor of Grade 5
CHARLES C. BUTLER, A.B., A.M. (1952)	Assistant Professor, Super- visor of Junior High School Mathematics
EDWIN R. CLARK, A.B., A.M., Ed.D. (1931)	Professor of Physical Science
MARION CLARK, A.B., A.M. (1949)	Assistant Professor of Physical Education
FLORENCE D. CONLON, B.S. in Ed., Ed.M. (1919)	Professor and Head of Fine Arts Department
MICHAEL J. CONLON, A.B., A.M. (1937)	Associate Professor of Philosophy
MARY A. CROUCHER, B.S. in Ed. (1954)**	Instructor, Supervisor of Grade 4
PAULINE CURRAN, B.S. in Ed., (1954)**	Instructor, Supervisor of Grade 1
MARION B. CUSHMAN, B.S. in Ed., Ed.M. (1951)	Instructor and Super- visor of Grade 6

VEVA K. DEAN, A.B. in Ed., A.M., Ph.D. (1954) Professor of Geography
 EDWARD T. DONNELLY, B.S. in Ed., Ed.M. (1952) Assistant Professor of
 Industrial Arts, Supervisor of Student Teaching
 RUTH M. DONOVAN, B.S. in Ed., Ed.M. (1945) Instructor of Training
 School Physical Education
 ROBERT G. ELLIOT, B.P.E., A.M. (1941) Director of Athletics, Assistant
 Professor, Head of Physical Education Department
 GERTRUDE L. FISKE, B.S. in Ed., A.M. (1931) Assistant Professor, Super-
 visor of Home Economics
 JOHN H. FITZGERALD, B.S. in Ed., Ed.M. (1952) Associate Professor of
 Industrial Arts (Arts and Crafts)
 WILLIAM H. FITZGIBBON, B.S. in Ed., Ed.M. (1953) Instructor, Supervisor
 of Science in the Junior High School
 WILLIAM J. GOLDMAN, B.S. in Ed., Ed.M. (1955) Associate Professor of
 Special Education
 ROBERT W. GOSS, B.S., M.E. (1954) Instructor, Supervisor of Junior
 High School Social Science
 CLIFFORD W. HAGUE, A.B., Ed.M. (1933) Associate Professor of Industrial
 Arts (Printing)
 ARTHUR C. HARRINGTON, A.B., A.M. (1919) Associate Professor of Social
 Studies
 WALTER F. HARROD, B.S. in Ed., Ed.M. (1947) Assistant Professor of
 Industrial Arts (Woodworking)
 ELIZABETH M. HASKINS, B.S., A.M., M.S. (1947) Assistant Professor of
 Mathematics
 DANIEL B. HEALY, A.B., Mus.B., Ed.M. (1945) Associate Professor
 of English
 ECKHART A. JACOBSEN, B.S. in Ed., M.S. in Ed. (1946) Associate Professor
 of Industrial Arts (Technical Drawing)
 ELMA M. JOHNSON, ADJ.A., Ed.M. (1919) Instructor and Supervisor
 of Grade 5
 RICHARD L. KENT, B.M.E., M.M. (1947) Associate Professor of Music
 EVERETT E. KOEHLER, B.S. in Ed., A.M. (1946) Associate Professor
 of Industrial Arts (Power Mechanics)
 JUNE LAAKKONEN, B.S. in Ed. (1955) ** Instructor, Supervisor of Grade 2
 A. ORIN LEONARD, A.B., B.S., M.A., Ed.D. (1952) Assistant Professor
 of Library Science, Librarian
 MARY McDONALD LONG, B.S. in Ed., A.M., Ph.D. (1953) Professor
 of English, Head of English Department

MARGARET McDOWELL, B.S. in Ed., Ed.M. (1952)	Instructor, Supervisor of Grade 4
MICHAEL G. MENSIOAN, B.A., Ed.M. (1955)	Assistant Professor, Principal Dillon Training School
RICHARD B. MICHAEL, A.B., A.M., Ph.D. (1952)	Associate Professor of Social Studies
JOAN MILLER, B.A., (1954) **	Instructor and Supervisor of Grade 1
CATHERINE NEEDHAM, A.B. (1954)	Assistant Librarian
ELIZABETH O'CONNOR, B.S. in Ed. (1948)	Instructor and Supervisor of Grade 1
HARRY F. PERCIVAL, A.B., A.M., Ed.M., Ed.D. (1928)	Professor, Head of Psychology and Education Department
ANNA F. PHILBIN, B.S. in Ed., Ed.M. (1952)	Assistant Professor, Supervisor of Junior High School English
VIRGINIA PODODSKI, A.B., M.A., CAGS. (1954)	Assistant Professor, Supervisor of English in the Junior High School
ARTHUR E. PURINTON, B.S. (1926)	Assistant Professor of Industrial Arts (General Metal)
ELIZABETH QUATTLANDER, B.S. in Ed., Ed.M. (1935)	Instructor, Supervisor of Grade 3
WILLIAM H. RINEHART, B.S. in Ed., A.M. (1936)	Instructor of Penmanship
HELEN B. ROSS, A.B., A.M., Ph.D. (1949)	Professor, Head of Science Department
THOMAS H. SHEA, B.A., M.A., CAGS. (1955)	Assistant Professor, Principal Edgerly Training School
LOUIS P. SHEPHERD, B.S. in Ed., A.M. (1952)	Assistant Professor of English
LILLIAN TATER, B.S. in Ed., Ed.M. (1943)	Assistant Professor of English
LUELLA P. TOPPING, B.S. in Ed., Ed.M. (1952)	Instructor, Supervisor of Grade 2
JOSEPH E. UNDERWOOD, A.B., B.S. in Ed., Ed.M. (1936)	Assistant Professor, Principal of Junior High Training School
CATHERINE C. WESTON, B.S. in Ed., Ed.M. (1945)	Instructor, Supervisor of Grade 1

* Date in parentheses indicates year joined faculty.

** Temporary

Burbank Hospital School of Nursing

GRACE GUMMO, R.N.	Principal
LILLIAN BANNON, R.N., B.S. in N. Ed.	Instructor in Clinical Studies.
DORRIS E. CAMPBELL, R.N., B.S. in Ed.	Instructor in Nursing.
MILDRED H. COURTEMANCHE, R.N., B.S. in N. Ed.	Instructor in Science.
ELIZABETH M. CROWLEY, R.N., B.S. in N. Ed.	Instructor in Science.
ROBERTA T. CUTTING, A.B., A.D.A.	Instructor in Dietetics.
ELIZABETH HASSETT, R.N., B.S. in Ed.	Instructor in Nursing.
CATHERINE M. MAROTTA, R.N., B.S. in N. Ed.	Co-ordinator and Instructor in Public Health Nursing.
ANN CAROLYN SMITH, R.N., B.S., M.N.	Instructor in Clinical Studies.
ARLINE M. WEBSTER, R.N., M.A. in Ed.	Director and Co-ordinator of Nursing Education.

Staff Members

Claire Lavoie	Principal Clerk.
Priscilla Arnold	Senior Clerk, Stenographer.
Jeanette Gaudet	Senior Bookkeeper.
Pauline Pirro	Junior Clerk.
Nell Newell	Junior Clerk, Stenographer.
Herbert W. Clements	Superintendent of Buildings and Grounds.
George P. Keaveny, M.D.	College Physician.
Margaret Clancy, R.N.	College Nurse.
Ellen Matson	Dietitian.
Ruth T. Phillips	Supervising Housekeeper.

The State Teachers College at Fitchburg

CAREERS IN EDUCATION

Personable young men and women of high moral integrity and sound physical health, who accept the call of teaching, enter upon a noble and useful profession. Into their care will be entrusted the children of America, whose destinies and self-realizations they will help mold and direct for purposeful citizenship within their community, state, and nation. They will serve the good of society and promote the physical, social, and moral welfare of their pupils.

There is a pressing demand for teacher candidates in the schools of the United States and especially in Massachusetts. The opportunities for qualified personnel within the ranks of education are many and great. The desire to teach and guide children and the ambition to grow professionally while in service are among the requirements of a successful teacher.

Classroom teaching is but one of the many positions obtainable in the educational world. Increasingly more responsible and influential positions available to successful teachers are those of the teaching specialists of the mentally handicapped; the reading consultants; the speech clinicians; and the demonstration teachers in teachers colleges. The administrative positions of the elementary and secondary school principalships, supervisors, and school superintendents can also be realized by those who desire this field.

The State Teachers College at Fitchburg provides courses of study to prepare teachers for: Elementary Education, Upper Grade-Junior High Education, Industrial Arts Education, Nursing Education, and Special Education for the Teacher of the Mentally Retarded. In the fulfillment of objectives of teacher education, the College also provides the personal and professional guidance essential for the proper and efficient development of these teachers.

PHYSICAL SETTING

The State Teachers College at Fitchburg, on the eastern fringe of the city, commands panoramic views of Mt. Wachusett to the south and Pearl Hill to the north.

Of the seven buildings and a greenhouse on the campus, there are two dormitories, centrally located, which provide attractive living accommodations for men and women students. Two campus training schools have been established as laboratory schools for children in grades one through nine. The Teachers College Junior High School is the only training school of its type in this state.

The college is ideally located for the education of future teachers in that it is able to use the resources of a large, progressive community. Opportunities are available to students to share with the people of the community in religious, social, and cultural activities.

COLLEGE BUILDINGS

Thompson Hall houses the Administration and faculty offices, fourteen classrooms, two science laboratories, the gymnasium, and the library.

THE LIBRARY.

Extending through the middle of the second floor of the Administration Building, the library is arranged on the alcove plan to provide individual study tables. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals, and new books. The library regulations, planned to secure the intelligent and democratic use of all its materials, are under the jurisdiction of the ten-member Library Committee. The librarian and a corps of assistants, college students trained in the knowledges and skills of library service, provide instruction in the effective use of library facilities and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the fields of Education, Social Studies, and Industrial Arts to meet the needs of the different teacher-training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publications of the N. E. A. and American Council on Education, and other pamphlets are received and filed for library use. Other special features are selection of children's books for the use of students in training, and a collection of Industrial Arts books chosen with the active cooperation of a committee from EPSILON PI TAU chapter of the college.

In conjunction with the library facilities of the college, The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources. The recently completed Youth Library is an ultra-modern, well equipped storehouse of treasure for school age children. Field trips are scheduled frequently for the pupils of Teachers College training schools in a joint effort by the library staff and student teachers to present to their pupils the values and opportunities contained in a special library for youth.

MILLER HALL DORMITORY

This building provides room accommodations for sixty women. Supervised by a house mother, it also contains the quarters of the nurse, who is in fulltime attendance. Social rooms are provided for the entertainment of friends and relatives.

PALMER HALL DORMITORY

This building provides room accommodations for seventy-five men. Supervised by the faculty sponsor, it also provides living quarters for the matron and dietitian. The dining hall, with a capacity of 175, and the kitchen are located on the ground floor of Palmer Hall. The men's lobby contains facilities for various recreational activities.

Student housing is provided on campus. Some students may live off campus in approved homes or with their families.

INDUSTRIAL ARTS BUILDING

This building, erected in 1936 on the northeast side of the inner campus, provides first-class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are as follows: woodworking, printing, drawing, sheet metal and machine shop, general shop, electrical and power mechanics shop, and arts and crafts.

HASTINGS GREENHOUSE

This very valuable asset which provides laboratory experiences to both college students and training-school pupils was presented to the institution by Mr. George H. Hastings, a former member of the faculty of the Fitchburg State Teachers College. Vegetable and flower gardens, shrubbery, and trees provide opportunities for nature study.

TRAINING SCHOOLS FOR STUDENT TEACHING

OBSERVATION AND DEMONSTRATION

A very important phase of a teacher's professional education is the training and practice in actual school situations. To provide this opportunity, the college maintains two elementary schools and a junior-high school with a total enrollment of approximately six-hundred pupils.

EDGERLY TRAINING SCHOOL

This campus training school, with twelve classrooms, accommodates children in grades one through six.

JUNIOR HIGH TRAINING SCHOOL

This campus training school provides educational facilities for approximately two hundred pupils in grades seven through nine. This building contains seven classrooms, a household-arts suite for cooking and sewing, and four shops for the junior high school boys. The Herlihy Auditorium, which seats six hundred, is located in the junior high training school.

Student assemblies, presentations of the College dramatic and musical organizations, illustrated lectures, and educational motion pictures are conducted in the auditorium.

THE DILLON TRAINING SCHOOL

In addition to the facilities listed above, the college has the use and direction of the D.M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses one hundred fifty children in grades one through six.

THE ATHLETIC FIELD

The Athletic Field, on the north border of the campus, has a playing area of approximately seven acres. Future plans for the physical development of the college plant include the erection, on a site bordering the athletic field, of a new gymnasium which will include game rooms, basketball courts, and adequate locker facilities.

ATHLETIC PROGRAM

Fitchburg State Teachers College students compete interscholastically in soccer, basketball, baseball, track, and tennis with fellow members of the New England Teachers College Athletic Conference as well as with other colleges. A varsity "F" is awarded to the team members who meet the standards of competition established for these contests.

The College's intramural athletic program includes competition in soccer, touch football, basketball, and softball on a class or campus club basis. An award is presented to the team that becomes a champion in any of these sports. This program provides opportunity for a greater number of men than can participate in varsity athletics.

The Women's Athletic Association provides major interscholastic and intramural sports in field hockey, volleyball, basketball, and softball. Other sports are archery, tennis, badminton, and bowling.

STUDENTS' ORGANIZATIONS AND ACTIVITIES

The Student Cooperative Association controls student affairs. It operates through a council, composed of two representatives from each class and four upper-class officers elected at large, with the advice of three faculty sponsors. It plans the social calendar, fixes and operates the activities' budget, plans assemblies, and charters clubs.

All classes, clubs, and organizations operate on the general principle that each shall contribute something of worth to the college, as well as minister to its own special interests and needs.

Each of the four classes chooses two faculty sponsors, who act in an

advisory capacity in supervising its business and social activities. The class operates within the budget apportioned to it by the Cooperative Association and sponsors one of the major parties of the year, e. g., the Sophomores stage the Halloween Party, and the Freshmen, the Winter Carnival Ball. Each of the four classes participates in the Annual Class Day exercises.

Among the student clubs subsidized by the Cooperative Association are the Art Club, the Dramatic Club, the Glee Club, the Ski Club, and the Student Forum. Each club presents a student assembly in addition to its own special activities.

Both the student paper, the *Stick*, published on campus, and the *Saxifrage*, the College yearbook, have student staffs and faculty sponsors. The Cooperative budget maintains these publications.

Religious interests are served by the Newman Club and the Student Christian Association, each of which, under guidance of faculty sponsors, holds regular meetings with both home and outside speakers, carries on club activities, and furnishes a valuable link with the city.

The men in Palmer Hall and the women in Miller Hall, respectively, have Boards, which cooperate in directing and sponsoring social activities. The students in each dormitory govern themselves under the direction of resident faculty sponsors.

The commuting men's and women's Boards control all activities relating to the comfort and welfare of the men and women who do not reside on the campus. Each has a recreation room and a lunch room.

EPSILON PI TAU, the Industrial Arts Honor Society, has a chapter at Fitchburg.

REQUIREMENTS FOR ADMISSION

I. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."
2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

II. Time of Admission.

1. Certified applicants, Plan I, and upper quarter applicants, Plan II, on the following pages, may file an application and may be admitted provisionally on or after October 1, of the senior year. Final acceptance is contingent on the maintenance of a high school record for the first two

marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and Plan II candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see VI). If there is a waiting list, the procedure outlined in VI applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

III. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. Completion of Fifteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics.

The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Methods of Admission.

A. Plan I. Admission by Certificate.

The privilege of certification is extended to public and private schools

and academies in the Commonwealth of Massachusetts. The Teachers Colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list below and five others from the list given under 2 below. The number of units offered for certification is subject to the restriction of 2 below. The additional three units of the 15 required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. Prescribed (7 Units).

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); mathematics, 3 units; Business Subjects, 2 units*; Fine and Practical Arts, 2 units*; Home Economics, 2 units*; and Physical Education, 1 unit.***

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the re-

* Only one unit of mathematics is required for certification or admission to the Business Education course at the State Teachers College at Salem.

** In these fields one additional unit beyond the maximum may be granted as follows: In Business Education, Home Economics, Industrial Arts, Art, and Music to candidates applying respectively for admission to the Business Education course at Salem, the Home Economics course at Framingham, the Industrial Arts courses at Boston and Fitchburg, all courses in the Massachusetts School of Art, and the Music course at Lowell.

*** One unit for the Physical Education major course at Bridgewater only.

Important Events Academic and Social.





Activities In School and Out...



quired 12 units. A fourth unit of English may be accepted as one of 3 additional units.

B. Plan II. Admission by Upper Quarter Standing.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

C. Plan III. Admission by Examination.

Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

V. Admission of Students to the Massachusetts School of Art and to the Music Department of the State Teachers College at Lowell.

Students seeking admission to the Massachusetts School of Art, in addition to meeting the regular requirements for admission, are required to pass an Art Aptitude Test and present evidence of special preparation to enter the Massachusetts School of Art. Students seeking admission to the Music Department of the State Teachers College at Lowell, in addition to meeting the regular requirements for admission, are required to pass a Music Aptitude Test and demonstrate ability in music. Details in regard to the types of tests and examinations to be used may be had from the State Teachers Colleges at Lowell and the Massachusetts School of Art.

VI. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of all applicants, excepting those who have already been provisionally or finally admitted, (See II), will be evaluated in accordance with the method stated below:

- (a) Scholarship will be allowed a maximum of 75 points for 15 units of work.
- (b) Personality will be allowed a maximum of 25 points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

Certified candidates and upper-quarter candidates will be admitted

first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

VII. Place and Time of Examinations.

Regular examinations are given in any of the State Teachers Colleges as scheduled below. Candidates are reminded, however, that the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

SCHEDULE OF APTITUDE TESTS

(All day—beginning at nine o'clock)

Music Aptitude Tests.

(to be given at the State Teachers College at Lowell only)
January 26, March 22, May 31, and September 5.

Art Aptitude Tests.

(to be given at the Massachusetts School of Art in Boston only)
January 26, March 22, May 31, and September 5.

Scholastic Aptitude Tests.

(to be given at all the State Teachers Colleges)
January 27, March 23, June 1, and September 6.

VIII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

COLLEGE YEAR BEGINS

September 10, 1956

September 16, 1957

LENGTH OF COURSES AND DEGREES

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges and for the teacher education program at the Massachusetts School of Art. The degree of Bachelor of Fine Arts is awarded for all programs, other than teacher-education, at the Massachusetts School of Art.

The degree of Master of Education is awarded at the State Teachers Colleges at Boston, Bridgewater (including the Hyannis Summer Session), Fitchburg, North Adams, and Worcester. The State Teachers College at Boston offers full-time and part-time graduate programs; the others offer part-time programs. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time in the other State Teachers Colleges and the Massachusetts School of Art.

PROGRAMS AND WHERE OFFERED

1. **Elementary Grades** — Boston*, Bridgewater, Fitchburg, Framingham, Lowell, North Adams, Salem, Westfield, and Worcester.
2. **Kindergarten-Primary Grades** — Boston, Bridgewater, and Worcester.
3. **Junior High School** — Boston**, Bridgewater, Fitchburg, North Adams, Salem, Westfield, and Worcester.
4. **Senior High School** — Bridgewater and Worcester. **Bridgewater Majors:** English, English-Library, General Science, Mathematics-Science, Social Studies, and Geography. **Worcester Majors:** English, French, Social Studies, and Mathematics-Science.
5. **Home Economics** — Framingham.
6. **Vocational Home Economics** — Framingham. Prepares teachers of home-making for vocational and continuation schools, and vocational departments in high schools.
7. **Art Education** — Massachusetts School of Art. The degree of Bachelor of Science in Education is granted upon successful completion of the course in Art Education which prepares teachers and supervisors of art for the public schools. The degree of Bachelor of Fine Arts is granted upon successful completion of the following courses: Advertising and Product Design; Ceramic Design; Fashion Design and Illustration; and Painting and Illustration.
Application forms may be secured from the Massachusetts School of Art.
8. **Business Education** — Salem. Prepares teachers and supervisors of Commercial subjects in junior and senior high schools.
9. **Industrial Arts** — Boston and Fitchburg. Prepares teachers of shop work and Mechanical Drawing in junior high and senior high schools.
10. **Music** — Lowell. Prepares teachers and supervisors of music.
11. **Nursing Education** — Fitchburg.
12. **Special Classes** — Fitchburg. Prepares teachers of mentally retarded children.
13. **Health and Physical Education** — Bridgewater. Prepares women teachers and supervisors for elementary, junior, and senior high schools.

* Also in full-time graduate programs.

** Graduate program only.

- 14. Graduate Work**—The degree of Master of Education is awarded at Boston, Bridgewater, (including the Hyannis Summer Session), Fitchburg, North Adams, and Worcester. The State Teachers College at Boston offers full-time and part-time graduate programs; the others offer part-time programs. Graduate courses in partial fulfillment of the requirements of this degree may be offered from time to time in the other State Teachers Colleges and the Massachusetts School of Art.

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges. Under this system, grades will be given the following values: A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D - 1 to 1.9, E - 0.
2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.
3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from the college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.
4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)
5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.
6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects, in which "E" grades have been received, must be successfully repeated before the student may take advanced work. Deficiencies incurred during the first three years must be removed by courses taken not later than the termination of the first semester of the senior year. Deficiencies incurred during the first semester of the senior year may be removed in the second semester.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course.....
 (Name)
 passed atwith a grade of".
 (College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts.

1. \$100.00 a year payable in two installments at the beginning of each semester.
2. \$3.50 a semester hour - Courses for part-time day students
3. \$9.00 a semester hour - Extension and Summer courses

II. Fees for Non-Residents of Massachusetts.

1. \$400.00 a year payable in two installments at the beginning of each semester.
2. \$12.50 a semester hour - Extension and Summer courses

III. Registration Fee.

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation will be effective for students entering on or after September 1, 1955.

IV. Textbooks and Supplies.

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year; \$135.00 at the Massachusetts School of Art.

V. Music Course at the State Teachers College at Lowell.

There may be additional expense to cover vocal instruction and instruments, detailed information on which may be had from the college.

VI. Board and Room in the Dormitory Colleges*.

Rates for board and room are established by the State Department of Education. The present annual rate is ~~\$420.00~~, payable as follows:

\$480.00

Opening of school, September	— \$120.00
December 1	— \$100.00
February 1	— \$100.00
April 1	— \$100.00

All payments must be made in advance, without the presentation of bills.

***State Teachers College at Westfield operates a cooperative dormitory. For details, write the President.**

COLLEGE CATALOGUES

Copies of the college catalogue and more detailed information regarding any particular college may be had from the President of the institution, whose name is listed on the front cover of this Bulletin.

These regulations and charges are subject to change by the Board of Education .

The College Curricula

The following curricula are offered at the Fitchburg State Teachers College.

Elementary School Curriculum:

The Elementary School Curriculum is designed to prepare teachers for grades 1 through 6 of the elementary school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and the professional courses develop an understanding of the characteristics of the young child, the content and organization of the modern elementary school program, with emphasis on unit procedures, and the specialized skills of the teacher of grades 1 through 6.

Final entrance into the Elementary Curriculum will depend upon a high standard in general scholarship during the first two years and upon the possession by the student of the traits of personality necessary for success in teaching little children.

Upper Grade—Junior High School Curriculum:

The Upper Grade—Junior High School Curriculum is designed to prepare teachers for grades 5 through 8 of the elementary school and grades 7 through 9 of the junior high school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and professional courses develop an understanding of the learner, the content organization of the modern school program, and the specialized skills of the teacher of grades 5 through 9. Speci-

alization in one or more of the following subject-teaching areas is required: English, science, mathematics, social studies, and history.

The candidate for admission to the State Teachers College at Fitchburg, in preparation for teaching in either of these two fields, makes a tentative choice between the Elementary Curriculum and the Upper Grade—Junior High School Curriculum. This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interest which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or to the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Upper Grade—Junior High School Curriculum will require that a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to become a specialist teacher in the Junior High School. Permission finally to enter the Upper Grade—Junior High School Curriculum will also depend upon the possession by the student of those traits of personality best suited to upper grade pupils.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Upper Grades—Junior High School teaching and for Elementary teaching. These quotas are flexible and change from year to year in accordance with demand. It is not possible to inform candidates for entrance as to what the quota limits will be at the end of their second college year.

Industrial Arts Curriculum:

The State Teachers College at Fitchburg is the industrial arts teacher-training center of Massachusetts. It is the only institution in Massachusetts which offers the baccalaureate degree in this field of education. Teachers are prepared for both junior and senior high schools.

The Industrial Arts Curriculum is a balanced program of liberal arts, technical arts, and teacher education. A typical student's day includes both shop and academic classes. As is true of other teacher-preparation courses, there is a semester of supervised teaching, which is experienced in campus training schools and in neighboring public schools.

The shops offer a great variety of technical experiences in woods, metals, printing, drawing, electronics, engines, vehicles, ceramics, leather, lapidary, finishing, and others. Industrial Arts students are required to take courses in all shops.

Nursing Curriculum:

The Fitchburg State Teachers College, in affiliation with the Burbank Hospital School of Nursing, offers a combined college-nursing program of four years and three months. This co-ordinated curriculum offers an

opportunity to integrate a liberal arts education with a professional education in nursing. At the completion of the program, the student receives the Bachelor of Science degree in Education from the College and the Professional Diploma in Nursing from the School of Nursing.

Applicants to the program are admitted jointly by the College and the School of Nursing. All applicants are required to take the National League for Nursing examination, a pre-nursing and guidance test battery, prior to admission by the School of Nursing.

During the first year and a half and the spring semester of the fourth year, students carry a full program of college courses at the Teachers College. During the remainder of the program, the student receives courses and planned clinical practice in nursing, which includes affiliations in special nursing areas. Failure to pass the nursing program of the hospital automatically requires withdrawal from the nursing course at the College.

Throughout the entire program, with the exception of those periods during which she is away on affiliations, the student lives in the Nurses' Home on Hospital Hill.

While in attendance at State Teachers College, the students are charged for board and room at the hospital.

Application for entrance should be made to the principal of the School of Nursing, Burbank Hospital, Fitchburg, Massachusetts. For further information regarding this program, reference should be made to the Burbank Hospital School of Nursing Bulletin available upon request.

Special Education for the Teaching of the Mentally Retarded:

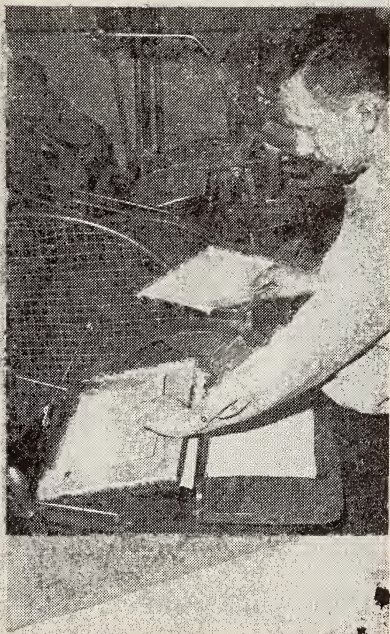
This curriculum leading to a Bachelor's degree prepares students for the teaching of the mentally retarded child.

As a curriculum paralleling others offered at this institution, it too affords a program of liberal arts and teacher education.

Methods best suited for teaching the normal as well as the retarded child are considered. The available facilities of the college's Industrial Arts department permit emphasis on the various types of handwork so valuable in the education of the retarded child. Practice teaching and directed observation will be completed in classes for the mentally retarded in local communities.

Candidates completing this curriculum will fulfill the requirements of state certification for teachers in this field.

Laboratory Shots



College Sports



Additional Educational Opportunities At Fitchburg

THE GRADUATE DEPARTMENT

The State Teachers College at Fitchburg offers a course of study leading to the degree of Master of Education (Ed.M.) to graduates of teachers colleges and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.

The graduate program is based on those values which are of general worth in education to all teachers. It requires adequate study experience in the broad fields of:

Educational Psychology
Educational Philosophy
Curriculum
Guidance
Administration or
Supervision
Research

In addition to the above required areas, the graduate student may cultivate a special interest through a limited number of elective courses in the major fields of knowledge.

THE VOCATIONAL EDUCATION PROGRAM

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.

IN-SERVICE TRAINING OF TEACHERS

Courses are offered on campus for teachers in service who are graduates of normal schools, but who wish to qualify for the degree of Bachelor of Science in Education granted by the Fitchburg State Teachers College. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

SUMMER SCHOOL

Both graduate and undergraduate courses are offered in the summer session.

Information concerning these additional programs is made available in separate bulletins and announcements.

OBJECTIVES OF THE COLLEGE CURRICULA

This college views, as its curricula, all those organized and evaluated experiences desirable or essential to the educated person and to the prospective teacher or nurse. Those experiences include the organized study and practice experiences of college classes and practice teaching, the experiences in out-of-class organized activities, clubs, forums, debates, athletics, student government, and the experiences of daily college living. All of these contribute to make the Fitchburg graduate whatever he or she may be.

Below is shown the organization of the study and class experiences. The separate curricula share the same broad aims: (1) Constant growth in intelligent appreciation of the culture (2) Constant improving practice of democratic ethics and skills (3) Acquisition of the skills, habits, and understandings essential to successful beginning teaching or nursing.

Intelligent appreciation of the culture is acquired through constant practice of the several disciplines of the educated personality, in application to the events of the present culture and in the investigation of the foundations of that culture in the past. Such disciplines and such investigations are provided by the areas of study and practice listed below, and are supported by planned activities out of class.

The practice of democratic ethics and skills is provided by the atmosphere and the principles of behavior which govern all of the organized situations and relationships of this college both in and out of class.

The essential skills, habits, and understandings of the successful teacher or nurse are acquired through the study experiences in professional areas listed below, and through continuing observation and practice under genuine typical conditions and under careful guidance.

Curriculum Outlines For Teacher Education

This college provides the above organized general and professional study and practice experience through the following courses and allocation of hours:

CURRICULUM FOR ELEMENTARY TEACHERS

FIRST YEAR			
<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 100 English I	3 3	Eng. 101 World Literature I	3 3
S. S. 100 World History I	3 3	S. S. 101 World History II	3 3
Sci. 110 Physical Science I	3 3	Sci. 100 Biology I	3 4
Math. 100B Survey of Math. I	3 3	Math. 101B Survey of Math. II	3 3
H. and P.E. 100 and 102	1 2	S.S. 110 Principles of Geog.	3 3
Mus. 101 Music I	2 4	H. and P. E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
Ed. 100 Orientation	0 2	Ed. 101 Orientation	0 2
	<hr/> 16 21		<hr/> 17 21
SECOND YEAR			
<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Eng. 102 English II	3 3	Eng. 103 World Literature II	3 3
Psych. 101 Gen. Psychology	4 4	Psych. 201 Educational Psych.	4 4
Sci. 102 Biology II	3 4	Art 100 Art Appreciation	3 5
Ed. 102 Foundations of Education	2 3	Ed. 103 Foundations of Education	2 3
Mus. 102 Music II	1 2	H. and P. E. 105 and 108	1 2
H. and P.E. 103 and 106	1 2	Elective	3 3
Elective	3 3		
	<hr/> 17 21		<hr/> 16 20
THIRD YEAR			
<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Ed. 200 Prin. and Practices of Elem. Education	9 12	Ed. 210 Practice Teaching	12 25
Art 200 Art in Elem. Ed.	2 4		
Mus. 200 Music in Elem. Ed.	2 4		
I. A. 203 The Construction Arts in Elem. Ed.	2 4		
	<hr/> 15 24		
FOURTH YEAR			
<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Educational Phil.	3 3
S. S. 120 Economics I	3 3	S. S. 222 Social Institutions	3 3
Elective	3 3	S. S. 230 Comparative Govern.	3 3
S. S. 210 Regional Geography	3 3	Ed. 220 Reading Clinic	2 2
S. S. 105 U. S. Hist. and Constitution	3 3	Elective	3 3
H. and P. E. 202 First Aid	1 2	Ed. 230 Seminar in Elem. Ed.	2 2
	<hr/> 16 17		<hr/> 16 16

CURRICULUM FOR UPPER GRADE—J.H.S. TEACHERS

The first and second years of the Upper Grade—JHS curriculum are identical with the first two years of the Elementary curriculum.

THIRD YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Ed. 201 Prin. and Practices of Upper Grade-JHS Ed.	4 5	Ed. 210 Practice Teaching	12 25
Art 201 Art in the Upper Grades and JHS.	1 2		
Mus. 201 Music in the Upper Grades and JHS.	1 2		
Ed. 203 Methods in Areas of Subject Specialization (Choose two below)			
Mathematics in the U. G. & JHS			
Science in the U. G. & JHS			
History in the U. G. & JHS	2 2		
Geography in the U. G. & JHS			
English in the U. G. & JHS			
Special Field	3 3		
Special Field	3 3		
	<u>14 17</u>		<u>12 25</u>

FOURTH YEAR

<i>1st Semester</i>		<i>2nd Semester</i>	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Educational Phil.	3 3
S. S. 120 Economics	3 3	S. S. 230 Comparative Gov.	3 3
S. S. 105 U. S. History & Constitution	3 3	Ed. 231 Seminar in Upper Grade JHS Education	2 2
Special Field	3 3	S. S. 222 Social Institutions	3 3
Special Field	3 3	Special Field	3 3
H. and P. E. 202 First Aid	1 2	Special Field	3 3
	<u>16 17</u>		<u>17 17</u>

CURRICULUM FOR INDUSTRIAL ARTS

FIRST YEAR

<i>1st Semester</i>			<i>2nd Semester</i>		
Eng. 100 English I	3	3	Eng. 101 Literature I	3	3
Math. 100 B. Survey of Math. I	3	3	Math. 101 B. Survey of Math. II	3	3
I. A. 112 Design	3	3	Mus. 103 Music Appreciation	1	2
I. A. 105 Shop	3	6	I. A. 115 Shop	3	6
I. A. 120 Shop	3	6	I. A. 110 Shop	3	6
H. and P. E. 102	1	2	I. A. 122 Shop		
Ed. 100 Orientation	0	2	I. A. 228 Shop	3	6
	16	25	H. and P. E. 104	1	2
			Ed. 101 Orientation	0	2
				17	30

SECOND YEAR

<i>1st Semester</i>			<i>2nd Semester</i>		
	S.H.	C.H.		S.H.	C.H.
Eng. 102 English II	3	3	Eng. 103 Literature II	3	3
Sci. 112 General Physics	3	4	Sci. 113 General Chemistry	3	3
Shop	3	6	Psych. 102 General Psychology	3	3
Shop	3	6	Shop	3	6
Shop	3	6	Shop	3	6
H. and P. E. 106	1	2	H. and P. E. 108	1	2
Eng. 104 Speech I	1	1	Eng. 105 Speech II	1	1
	17	28		17	24

THIRD YEAR

<i>1st Semester</i>			<i>2nd Semester</i>		
	S.H.	C.H.		S.H.	C.H.
I. A. 201 Principles and Practices in I. A.	4	4	I. A. 200 Foundations of I. A. Curriculum	4	4
Shop	3	6	I. A. 225 Practice Teaching	8	25
Shop	3	6			
Shop	3	6			
Ed. 201 Ed. Psychology	4	4			
	17	26		12	29

FOURTH YEAR

<i>1st Semester</i>			<i>2nd Semester</i>		
	S.H.	C.H.		S.H.	C.H.
Phil. 203 Introduction to Philosophy	3	3	Phil. 204 Ed. Philosophy	3	3
Shop	3	6	Shop	3	6
Shop	3	6	S.S. 220 Industrial Society	3	3
S. S. 105 U. S. History and Constitution	3	3	Elective	3	3
S. S. 223 Social Institutions	3	3	H. and P.E. 202 First Aid	1	3
Elective	3	3			
	18	24		13	31

CURRICULUM FOR SPECIAL EDUCATION

FIRST YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Eng. 100 English I	3	3	Eng. 101 World Literature I	3	3
S.S. 100 World History I	3	3	S.S. 101 World History II	3	3
Sci. 110 Physical Science I	3	3	Sci. 100 Biology I	3	4
Math. 100 B Sur. of Math. I	3	3	Math. 101 B Sur. of Math. II	3	3
Mus. 101 Music I	2	4	S.S. 110 Principles of Geog.	3	3
H. and P.E. 100 and 102	1	2	H. and P.E. 101 and 104	1	2
Eng. 104 Speech I	1	1	Eng. 105 Speech II	1	1
Ed. 100 Orientation	0	2	Ed. 101 Orientation	0	2
	<hr/>	<hr/>		<hr/>	<hr/>
	16	21		17	21

SECOND YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Eng. 102 English II	3	3	Eng. 103 World Literature II	3	3
Psych. 101 Gen. Psychology	4	4	Psych. 201 Ed. Psych.	4	4
Sci. 102 Biology II	3	4	Art 100 Art Appreciation	3	5
Ed. 102 Found. of Ed.	2	3	Ed. 103 Found. of Ed.	2	3
Mus. 102 Music II	1	2	H. and P.E. 105 and 108	1	2
H. and P.E. 103 and 106	1	2	Elective	3	3
Elective	3	3			
	<hr/>	<hr/>		<hr/>	<hr/>
	17	21		16	20

THIRD YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Psychology of Subnormal and Unadjusted Children	4	4	Methods of Teaching Mentally Retarded	5	5
Industrial Arts	3	6	Art in the El. Grades	2	4
Domestic Arts	3	6	Music in the El. Grades	2	4
Methods of Teaching in the El. Grades	7	8	Industrial Arts	3	6
	<hr/>	<hr/>	Introduction to Philosophy	3	3
	17	24	Educational Measurement I	2	2
				<hr/>	<hr/>
				17	24

FOURTH YEAR

<i>1st Semester</i>				<i>2nd Semester</i>	
	S.H.	C.H.		S.H.	C.H.
Practice Teaching	12	25	U.S. Hist. and the Const.	3	3
Seminar in Spec. Ed.	2	2	Philosophy of Education	3	3
	<hr/>	<hr/>	Economics	3	3
	14	27	Educational Measurement II	2	2
			Social Institutions	3	3
				<hr/>	<hr/>
				14	14

CURRICULUM FOR NURSING EDUCATION

FIRST YEAR

State Teachers College			State Teachers College		
1st Semester			2nd Semester		
	C.H.	S.H.		C.H.	S.H.
Eng. 100 English Composition	3	3	Eng. 101 Literature I	3	3
Sci. 103 Biology	4	3	S. S. 101 World History II	3	3
Math. 102 Mathematics	3	3	Sci. 114B Chemistry	4	3
Sci. 114A Chemistry	4	3	S. S. 221 Sociology	3	3
S. S. 100 World History	3	3	Sci. 105 Anatomy and Physiology	4	3
Eng. 104 Speech	1	1	Ed. 101 Orientation	2	0
Ed. 101 Orientation	2	0	Ed. 105 Speech II	1	1
H. and P. E. 100 Hygiene and Physical Education	2	1	H. and P. E. 101 Hygiene and Physical Education	2	1
	—	—		—	—
	22	17		22	17

SUMMER SCHOOL - BURBANK SCHOOL OF NURSING

8 Weeks - 8 S.H. - 156 C.H.

Microbiology, Nutrition I. Fundamentals of Nursing I

SECOND YEAR

State Teachers College			Burbank School of Nursing		
1st Semester			2nd Semester		
	C.H.	S.H.			
Eng. 102 English II	3	3	Fundamentals of Nursing II		
Sci. 106 Anatomy and Physiology	4	3	Pharmacology I		8
Sci. 110 General Physics related to nursing	4	3	Professional Adjustments I		
Psych. 201 Educational Psychology	4	4	Introduction to Medicine and Surgery Medical and Surgical Nursing and Related Subjects.		9
Phil. 203 Philosophy	3	3			
Art or Music 100 Art or Music Appreciation	1	1			
H. and P. E. 103 Hygiene and Physical Education	2	1			
	—	—			
	21	18			

326 C. H. 17 S. H.

SUMMER SCHOOL - BURBANK SCHOOL OF NURSING

8 Weeks - 7 S. H.

127 C. H.

Medical and Surgical Nursing and related subjects, First Aid and Emergency Nursing
Operating Room Technique.

THIRD YEAR

Burbank School of Nursing

1st Semester

Medical and Surgical Specialties

Communicable Diseases

Venereal Diseases

Orthopedics

Urology

Rehabilitation Nursing (Affiliation experience)

Nursing in Out-Patient Department

198 C. H. - 9 S. H.

Burbank School of Nursing

2nd Semester

Obstetrics

Nutrition III

Gynecology

Public Health Nursing

152 C. H. - 9 S. H.

FOURTH YEAR

Burbank School of Nursing

1st Semester

Psychiatry - 13 weeks - 6 s. h.

Nursing and Public Health 2 weeks, 2 s. h.

Introduction to Ward Management and Ward Teaching.

Professional Adjustments

Clinical Nursing 12 weeks

State Teachers College

2nd Semester

Eng. 103 Literature II

S. S. 105 United States History
and ConstitutionS. S. 224 Contemporary American
Sociology

Phil. 204 Philosophy of Ed.

Ed 202 Principles of Teaching

Ed. 221 Seminar in Nursing

H. and P. E. 202 First Aid

C.H. S.H.

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SUMMER SCHOOL - BURBANK SCHOOL OF NURSING

8 Weeks (Affiliation)

48 C. H. - 2 S. H.

Public Health Nursing

FIFTH YEAR

BURBANK SCHOOL OF NURSING

13 Weeks

153 C. H. - 7 S. H.

Professional Adjustments II

Practice Teaching

History of Nursing Survey

For a complete listing of the Nursing Course, you should write to the Burbank Hospital School of Nursing, Fitchburg, Massachusetts.

Course Descriptions

Art 100. Art Appreciation

3 semester hours, 5 clock hours

The study of art structure and expression in various art materials gives the student a basis for an appreciative survey of architecture, painting, sculpture, and the minor arts in their relation to cultural epochs, culture groups, present living, and the individual's self-realization. The student gains beginning proficiency in the specialized art skills of the teacher.

Art 101. Art Appreciation (Nurses)

1 semester hour, 2 clock hours

Creative experiences in color and design make the selective survey of World Art in this course more meaningful. Understanding, enjoyment, and expression in art are treated as resources in self-realization.

Art 200. Art in Elementary Education

2 semester hours, 4 clock hours

In this course, paralleling Foundations of Education, an understanding of the place of art in elementary education is developed, and students are prepared to teach art effectively in the integrated elementary program. Observation and discussion of the philosophy and practice of art education, and creative experience with a wide variety of materials, processes, tools, and methods, prepare the students to make art a vital part of the integrated elementary curriculum.

Art 201. Art in The Upper Grades

1 semester hour, 2 clock hours

This course is designed to enable students to teach art effectively in the daily programs of grades five through nine. Understanding of present day art education is developed through observation of children's work and discussion of art education, philosophy and procedures. Creative expression with many art materials leads to self-realization as well as to competence in teaching art.

Art 202. History of Art (Elective)

3 semester hours, 3 clock hours

A survey of the development of the visual arts from early Egypt through contemporary forms of art expression develops insight into various cultures through the ages.

Fall, 1957

Art 203. American Art (Elective)

3 semester hours, 3 clock hours

Understanding of the growth and character of architecture, sculpture, painting, and the minor arts from colonial days to the present as an ex-

pression of the life of the period are developed with special emphasis upon contemporary art forms. Spring, 1957

Art 204. Modern Art (Elective)

3 semester hours, 3 clock hours

Study of the emerging art concepts conditioned by the social, psychological, political, and economic trends of recent years. Many original art forms in painting, sculpture, and architecture are analyzed. Fall, 1956

Art 205. Masters of Art (Elective)

3 semester hours, 3 clock hours

An intensive study of selected masters of art in each period of art history to develop sensitivity to, and understanding and enjoyment of art as a cultural agent and aesthetic resource. Spring, 1958

Art 210. Creative Arts and Crafts (Elective)

3 semester hours, 6 clock hours

Individual and group experiences in working creatively in the graphic arts, and in such crafts as blockprinting, clay modeling, metalcraft, silk screen, and stenciling. Fall, 1955

Art 215. Applied Art for the Teacher (Elective)

3 semester hours, 6 clock hours

The study and practice of the art skills most useful in the arrangement of the modern school environment. Poster design, lettering, dioramas, blackboard drawing, classroom displays and decoration. The use of color form, and design in the school environment. Spring, 1956

EDUCATION

ED. 100.- 101. Orientation

0 semester hours, 4 clock hours (Offered two periods a week during the 1st year)

The orientation of the beginning college student to the purposes, opportunities, and requirements of this college; its basic views of education; the conditions of successful study, college living, and college participation.

ED. 102. and 103. Foundations of Education I and II

2 semester hours, 3 clock hours (Offered during both semesters of the second year.)

The study of the broad philosophical, psychological, and social foundations of education. An overview of American public education, its structure, functions, services, philosophy, and design. The application and implementation of psychological principles and of American democratic principles in the school curriculum at its several child levels. Assigned study, lecture, discussion, seminar, observation, and special reports.

ED. 200. Principles and Practices of Elementary Education

9 semester hours, 12 clock hours

The important phases of the teaching-learning process are studied in their unified relationship,—the characteristics and optimum conditions of child development, the child's relation to the social group, and the meaning of curriculum. A study is made of the psychological principles of instructional procedure. The course includes study and observation of the specialized skills of the elementary teacher with particular emphasis on the unit method of organization. Directed observation of child growth and educational procedures parallels the study assignments. Three clock hours per week are devoted to a study of the modern reading program.

ED. 201. Principles and Practices of Upper Grade Junior-High School Education

4 semester hours, 5 clock hours

The continued and increasingly detailed pursuit of the purposes sought in "Foundations of Education," but in specific application to the school programs of Grades 5 through 9. The content and organization of the modern school program for upper grades and junior high school. Specialized study of the curricular school-subject teaching fields. Also, study and beginning practice of the specialized skills of the teacher of Grades 5 through 9.

Assigned study, class lecture and discussion, observation and participation.

ED. 202. Principles of Teaching for Nurses

3 semester hours, 3 clock hours

The study of the psychological and philosophical bases of effective teaching and learning. Several broad methods and techniques of teaching in their application to the work of the nurses are studied. Specific attention is given to methods involved in the acquisition of motor skills, memorization, and associative learning. Unit organization as a means of guiding the learning activities of nurses is emphasized.

Assigned study, class lecture and discussion, special reports.

ED. 203. Methods in Areas of Subject Specialization

2 semester hours, 2 clock hours

Candidates for Junior High School teaching certificates must elect two methods courses, each carrying one semester hour of credit, in the subject fields in which they intend to specialize. These subject fields are: English, Geography, History, Science, and Mathematics.

ED. 210. Practice Teaching in the Elementary and Junior High School

12 semester hours, 25 clock hours

The student is assigned to the laboratory school for full time observation and practice teaching during an entire semester of the third or

fourth year. The assignment is to grade levels or subject choices of the student's greatest promise. Greater responsibility is gradually assumed for the planning and execution of the daily classroom program, utilizing the resources of scholarship, the principles of good learning and teaching, and the developed interests and enthusiasms acquired in prior college experiences. Through daily practice, the student acquires the skills, habits, and understandings essential to successful employment in beginning teaching.

Assigned preparation, program planning, conference, observation, and practice teaching.

ED. 220. Reading II.

2 semester hours, 2 clock hours

The psychological, physiological, and social factors underlying reading difficulties are analyzed and means of preventing and correcting these difficulties are considered. Instructional methods and materials, diagnostic tests, self-administering devices, and tutoring techniques are studied, used, and evaluated. Each student is required to work with individual children or groups of children of normal intelligence who need additional instruction in reading.

ED. 230. Seminar in Elementary Education

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in Grades 1 through 6 with special emphasis on genuine problems. Also, the study of Massachusetts school law, school management, grading and grouping, pupil accounting, care of supplies and materials, school records, marks and marking, maladjustment in learning and behavior.

The problems of teaching employment,—school salaries, professional ethics, professional organizations, the employment interview, and professional correspondence.

Assigned study, class lecture and discussion, special reports.

ED. 231. Seminar in Upper-Grade-Junior High School Education

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in Grades 5 through 9 with special emphasis on genuine problems. Also, the study of Massachusetts school law, school management, grading and grouping, pupil accounting, care of supplies and materials, school records, marks and marking, maladjustment in learning and behavior.

The problems of teaching employment,—school salaries, professional ethics, professional organizations, the employment interview, and professional correspondence.

Assigned study, class lecture and discussion, special reports.

ED. 232. Camping Education (Elective)

3 semester hours, 3 clock hours

A course designed to train in the duties of camp counselling and

leadership of out-of-door groups. The course includes camping techniques, safety, group organization, and problems.

Spring, 1956

Spring, 1957

ED. 233. History of Education (Elective)

3 semester hours, 3 clock hours

A historic survey of the nature and purposes of organized education in relation to the nature and purposes of the societies and authorities maintaining it. The heritage of present day education. The specific contributions of Greek, Roman, and Judeo-Christian education, of the medieval "schoolmen" and universities, and of early American colonial education. The specific contributions of the seminal thinkers in creative educational design, such as Plato, Loyola, Luther, Fenelon, Pestalozzi, Froebel, Herbart, Mann, Dewey, and Eliot. The development of the modern program of American education from colonial beginnings. Attention is also given to the role of education in the intellectual development of America.

ED. 236. Children's Literature (Elective)

3 semester hours, 3 clock hours

Standards are developed for judging literary materials suitable for children in the elementary grades. Effective presentation is practiced through reading, story telling, and related activities. The literary interests and tastes of children at different stages and levels of development are studied. Sources of materials, traditional and modern, audio-visual aids, the making of bibliographies are discussed and demonstrated. Book clubs, school and classroom libraries, book fairs, and other means of encouraging wide reading are considered.

Spring, 1956

Spring, 1957

ED. 237. Citizenship Education (Elective)

3 semester hours, 3 clock hours

An examination of the nature and purposes of education for citizenship—the development of the knowledges, attitudes, and habits essential to effective participation in the different areas of social living. The study of the use of integrated resources of education in the achievement of the aims of citizenship education.

Fall, 1956

ENGLISH

Eng. O. Remedial English (2 clock hours, non-credit)

A special non-credit course in the basic writing mechanics of correct English to provide individual and group instruction for those freshmen who are judged weak in their ability to express their thoughts clearly and correctly in their written expression.

REQUIRED COURSES

Eng. 100. English Composition I

3 semester hours, 3 clock hours

The study and practice of principles and usages in correct English. Specifically, the course aims through reading, writing, and discussion to develop effective English expression.

Eng. 101. Literary Masterpieces of the Western World, Part I

3 semester hours, 3 clock hours

A study of the literary masterpieces through the 18th century which exemplify the ideas and ideals of the civilized people and emphasize the contributions of the Western World to our contemporary society.

Eng. 102. Literary Masterpieces of the Western World, Part II

3 semester hours, 3 clock hours

A continuation of English 101. A study of literary masterpieces from the Romantic Period to modern times, further emphasizing the contributions of the Western World to our contemporary society.

Eng. 103. English Composition II

3 semester hours, 3 clock hours

This course continues the study and practice of principles and usages in correct English expression. Reading experiences are based upon contemporary literary masterpieces of the Western World.

Eng. 104. Speech I

1 semester hour, 1 clock hour

An introduction to the effective organization and delivery of speeches of diverse types, preferably related to the student's major interest. Training in intelligent criticism. Individual remedial work. (Offered 1st semester, Freshman or Sophomore year.)

Eng. 105. Speech II

1 semester hour, 1 clock hour

PREREQUISITE ENG. 104. Speech in additional group situations. Parliamentary procedure, the panel discussion, oral interpretation. Study of each student's voice by means of recordings. Individual remedial work. (Offered 2nd semester, Freshman or Sophomore year.)

ELECTIVE AND SPECIAL FIELD REQUIREMENTS

The following courses are offered in regular rotation as electives: Candidates for Junior High School teaching certificates in English must select under guidance a total of 12 semester hours from the following list to complete a total of 24 semester hours of credit in the field:

Eng. 200. World Drama

3 semester hours, 3 clock hours

A study of significant and representative plays from ancient Greece to the present period, as examples of dramatic masterpieces that cope with the problems of man.

Fall, 1958

Junior or Senior Elective.

Eng. 201. Modern Drama

3 semester hours, 3 clock hours

A study of the ideals, motives, and problems of modern life as revealed by the best playwrights. Significant plays of Ibsen, Chekhov, Shaw, Pirandello, O'Neill, and present-day dramatists are read and discussed.

Spring, 1956

Junior or Senior Elective.

Eng. 204. Shakespeare

3 semester hours, 3 clock hours

Significant comedies, tragedies, and historical plays are read and discussed to give the student understanding and appreciation of Shakespeare's artistry and importance in world drama.

Junior or Senior Elective.

Spring, 1958

Eng. 210. American Literature

3 semester hours, 3 clock hours

A study of representative selections from American literature for a better understanding and appreciation of the intellectual and cultural forces that have shaped our past and our present.

Sophomore, Junior or Senior Elective .

Spring, 1956

Spring, 1957

Fall, 1958

Eng. 215. English Literature

3 semester hours, 3 clock hours

A study of major English writers and their works for an understanding and appreciation of their contributions to world culture.

Fall, 1955

Sophomore, Junior or Senior Elective.

Fall, 1956

Spring, 1958

Eng. 220. The Novel

3 semester hours, 3 clock hours

Significant novels, representing various countries and periods as well as stages in the development of a literary form, are studied both as social documents and works of art.

Junior or Senior Elective.

Fall, 1956

Eng. 221. The Short Story

3 semester hours, 3 clock hours

The short story is studied both as a literary form and as a medium

for the portrayal of human problems in various countries and periods.
Sophomore, Junior or Senior Elective. Fall, 1957

Eng. 223. Modern Poetry

3 semester hours, 3 clock hours

A study of representative modern poetry with the emphasis upon the writings of contemporary American and English poets.

Sophomore, Junior or Senior Elective. Spring, 1957

Eng. 251. Historical Development of the English Language

3 semester hours, 3 clock hours

A study of the nature and development of our language from Old to Modern English; its structure and position in the world in relation to other languages; its vocabulary and the sources that enriched it; the political, social, and cultural influences that combined to make our native tongue.

Sophomore, Junior or Senior Elective. Fall, 1955

Fall, 1957

HEALTH, PHYSICAL EDUCATION, AND RECREATION

P.E. 100. Physical Education (Women)

1 semester hour, 2 clock hours

Opportunity for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreation programs. These activities include such fall and winter sports as soccer, archery, basketball, and badminton. General physical development and the maintenance of physical tone through a program of body mechanics. Remedial treatment of individual needs.

P.E. 101. Physical Education (Women)

1 semester hour, 2 clock hours

A continuation of the basic course with additional activities of tennis, softball, "stunts," and self-testing materials. Emphasis on acquisition of a general knowledge of certain team games; an understanding of the elements of fair play; and the development of particular individual skills. Further emphasis is given to general physical development, the maintenance of physical tone, and remedial treatment.

P.E. 102. Physical Education (Men)

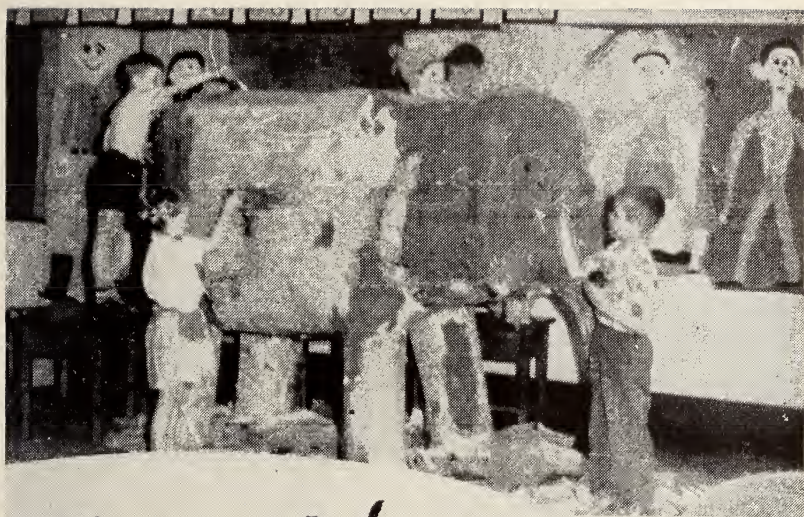
1 semester hour, 2 clock hours

Opportunity is provided for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreational programs, such as basketball, soccer, softball, tennis, and touch football.

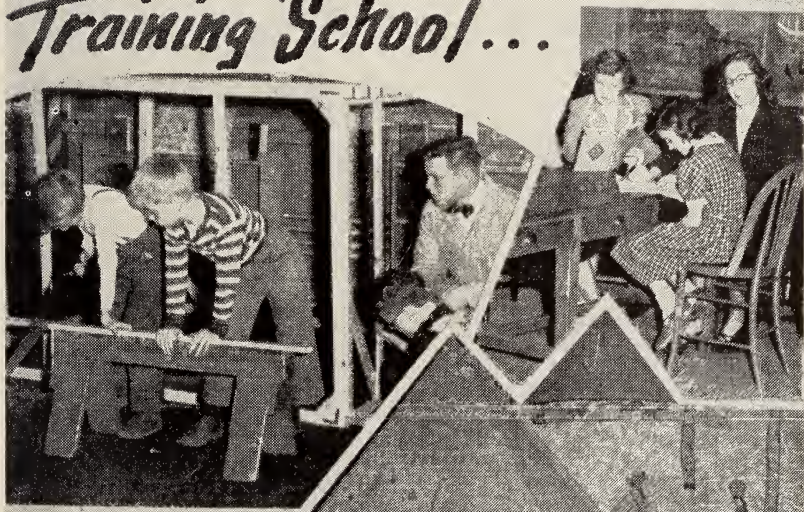
P.E. 103. Physical Education (Women)

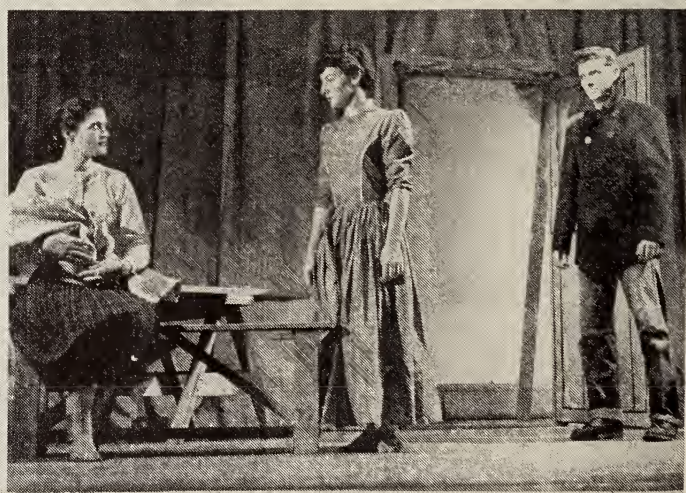
1 semester hour, 2 clock hours

Development of advanced skills in individual sports. Further participation in team competition. Provision of the opportunity for the regular



Training School...





pursuit of chosen athletic interests. American and European folk dances. Basic apparatus skills.

P. E. 104. Physical Education (Men)

1 semester hour, 2 clock hours

A physical fitness program designed to meet individual needs and prescribe remedial activities to improve and maintain physical tone.

P. E. 105. Physical Education (Women)

1 semester hour, 2 clock hours

Athletic activities elected seasonally on the basis of individual interest.

P. E. 106. Physical Education (Men)

1 semester hour, 2 clock hours

The maintenance of general physical development through individual skills that have recreational value, such as, badminton, fencing, handball, and horseshoes.

P. E. 108. Physical Education (Men)

1 semester hour, 2 clock hours

A continuation of Physical Education 106 with additional provision of opportunity for the regular pursuit of chosen athletic interests.

P. E. 202. First Aid

1 semester hour, 2 clock hours

(Required in all curricula except Nursing)

The official Red Cross beginning, advanced, and instructor courses.

P. E. 203. Health Education (Elective)

3 semester hours, 3 clock hours

A study of the structures and functions of physical systems of the body. The application of this knowledge to essential programs of personal, school, and community hygiene.

Spring, 1956

P. E. 210. Coaching and Officiating (Men and Women)

3 semester hours, 3 clock hours

Principles and techniques of coaching and officiating major sports for junior and senior high school players. Intensive study of rules and their application to game situations. Training for national official's rating. Method of adapting activities to limited facilities.

Fall, 1956

P. E. 216. Rhythmic Activities for Children (Elective)

3 semester hours, 3 clock hours

A theory and practice course, with special emphasis on the technique of developing natural rhythmic response in the elementary child. Study

and use of basic rhythms and rhythm combinations. Progression of activities leading to creative movement. Fall, 1955

P. E. 218. Folk Dance (Elective)

3 semester hours, 3 clock hours

A study of European and American folk dances, stressing step patterns, dance forms and techniques. Application of simpler folk patterns in the elementary and junior high school programs. Fall, 1957

P. E. 219. Dance Forms (Elective)

3 semester hours, 3 clock hours

Theory and practice of basic dance forms. Study of the relationship of dance to folk culture. Methods of integrating dance with music, social studies, literature, art, and dramatics. Spring, 1957

INDUSTRIAL ARTS

I.A. 112. Design

3 semester hours, 3 clock hours

A study of the principles of design as they apply to all the arts, — painting and other graphic arts, sculpture, architecture, furnishings, and industrial design - through the ages, especially in our own century.

I.A. 200. Foundation of Industrial Arts Curriculum

4 semester hours, 4 clock hours

A comparative study of theories of industrial arts traced from manual training through current interpretations of industrial arts in the modern secondary school. The character of general education in a democracy is emphasized in the context of principles and practices of industrial arts curriculum making. Emphasis is placed on methods of organizing instruction.

I.A. 201. Principles and Practices in Industrial Arts

4 semester hours, 4 clock hours

An examination of modern views of the learning process and their application in industrial arts teaching. Consideration is given to common traits and tendencies of children as major factors of the learning-teaching situation. There is study of and practice in the techniques of teaching with special reference to industrial arts. The unit method is featured.

I.A. 225. Practice Teaching in Industrial Arts

8 semester hours, 25 clock hours

Industrial arts students in either the junior or senior year are assigned to the campus schools or selected public schools for one complete semester

of teaching. Each trainee serves as the teacher of a given number of classes and is held responsible for the social and educational conduct of the pupils in these classes. Guidance in teaching and management is provided by experienced supervisors.

Trainees attend a weekly group conference to consider common problems plus techniques in teaching, organization, and management. The role of the teacher in home rooms, guidance, extra-curricular, and other phases of the total school program are also discussed.

I. A. 203. The Constructive Arts in Elementary Education

2 semester hours, 4 clock hours

Guided experiences in simple techniques of planning, construction, fabrication of common materials, graphic arts, the application of power, and their contribution to the study of various cultures represented in the modern elementary school.

I. A. 231. Seminar in Industrial Arts

2 semester hours, 4 clock hours

Consideration of significant teaching and curriculum problems noted in practice teaching. Study of principles and practices of school shop administration including shop planning, ordering equipment and materials.

There will be some visits to industry.

I. A. 105. Woodworking I.

3 semester hours, 6 clock hours

This course emphasizes the project method as it is traditionally applied in junior high schools. Articles useful in the home or in recreation will be made in bench woodwork, wood turning, and a limited amount of machine woodwork. Technical knowledge about tools, materials, processes, and design will be stressed.

I. A. 106. Woodworking II. (Prerequisite: Woodworking I)

3 semester hours, 6 clock hours

This course extends the development of skill in the use of hand tools and increases the use of machines. Small individual pieces of furniture will be made.

I. A. 205. Woodworking III. (Prerequisite: Woodworking I&II.)

3 semester hours, 6 clock hours

Experiences are provided in the practices and principles of making patterns and core boxes for tools, machines and other selected cast pieces. The students plan and make scaled and full sized wooden structures for concrete forms, houses, boats, airplanes, and bridges.

I. A. 206. Woodworking IV.

3 semester hours, 6 clock hours

Experiences in the production of high grade furniture, employing jigs, fixtures and suitable mass production procedures. Appropriate methods of production management are used and studied. As far as possible, students participate in the planning and management of the procedures and devices.

I. A. 110. Technical Drawing I.

3 semester hours, 6 clock hours

Fundamentals of drawing techniques and procedures are studied as found in modern industrial practice. Primary consideration is given to lettering, orthographic projection, symbols, sections and conventions, assembly and detail working drawing, and surface development. Problem development and blueprint reading are correlated with classwork and are a major consideration in related preparation.

I. A. 111. Technical Drawing II.

3 semester hours, 6 clock hours

Experiences are provided in the basic procedures of technical rendering and with the different media appropriate to this kind of drawing. Essentials of design are applied through the designing and rendering of functional projects appropriate to the major areas of industrial arts. Emphasis is likewise given to chalkboard technique as an essential skill of every industrial arts teacher.

I. A. 210. Technical Drawing III.

3 semester hours, 6 clock hours

A study of the various phases of industrial drawing as related to industrial arts is the primary concern of this course. Consideration is given to machine design and drawing, architectural design and drawing, and marine and aircraft development drawing. Related print reading and model making in some of these phases are part of the required class and outside preparation.

I. A. 211. Technical Drawing IV.

3 semester hours, 6 clock hours

Based upon the needs of advanced students in technical drawing, selective experiences will be provided in the following areas: (1) problem research, (2) course development and program administration, (3) advanced print reading, and (4) drawing experiences in new areas and/or a critical review of past drawing experiences.

I. A. 115. General Metals I.

3 semester hours, 6 clock hours

A beginning course in metalworking consisting of project experiences

in sheet and band metal and the basic tools, equipment, and processes of bench work, forging and tempering.

I. A. 116. General Metals II.

3 semester hours, 6 clock hours

Study and experience in the construction and operation of basic machine tools, including the making of molds and casting nonferrous metals.

I. A. 215. General Metals III.

3 semester hours, 6 clock hours

General machine shop practice with emphasis on the construction of small power driven tools and experience in arc and acetylene welding.

I. A. 216. General Metals IV.

3 semester hours, 6 clock hours

An advanced industrial arts course in machine shop practice, welding, and heat treatment. There will be some experimental work in project development.

I. A. 120. Graphic Arts I. (Introduction to Letterpress Printing)

3 semester hours, 6 clock hours

The first half of this course consists of fundamental operations in letterpress printing. It includes straight composition, handling and makeup of type forms, proofing and proof reading, simple lockup of forms, and an introduction to platen press operation. The second half of this course is devoted to elementary display composition and job printing, with emphasis on typographic design. Experience is gained in platen press operation through the printing of practical jobs.

I. A. 121. Graphic Arts II. (Special Methods of Reproduction)

3 semester hours, 6 clock hours

This course includes such phases of graphic reproduction as block printing, silk screen printing, dry point etching, thermography, marbling, etc., and practice in simple bindery operations. Emphasis is placed upon good design and projects which may be suitable for junior high school classes.

I. A. 220. Graphic Arts III. (Advanced Shop Practice)

3 semester hours, 6 clock hours

This course is a continuation of Graphic Arts I and includes tabular composition, color-register forms and all types of production jobs. Each student will be required to carry practical jobs through all stages, including the figuring and cutting of stock, composition, presswork, and bindery operations. Experiences will also include work on the Kluge automatic press, the cylinder press, the folding machine, power stitcher, and fundamentals of linotype operation.

I. A. 221. Graphic Arts IV. (Advanced Special Processes)

3 semester hours, 6 clock hours

This course consists of advanced problems of typographic design and its application to multiple-color block printing, register screen printing, photographic screen printing, metal etching, air-brush work, and an introduction to lithography and offset printing. It also includes book binding and rebinding. Each student will be required to do a thesis problem which integrates several processes or develops new instructional data or equipment for graphic arts.

I. A. 122. Power Mechanics I.

3 semester hours, 6 clock hours

The study and application of fundamentals of electricity in various phases of power-mechanics and the incorporation of these principles in the construction of specified projects.

I. A. 123. Power Mechanics II.

3 semester hours, 6 clock hours

This course concerns itself with the principles of operation of internal and external combustion engines, with emphasis on the four stroke four cycle engine. Work is done on testing and adjusting the bicycle, automotive engine, motorcycle, outboards, and gasoline-powered equipment. Some action models are constructed and cut-aways are made and studied.

I. A. 226. Power Mechanics III.

3 semester hours, 6 clock hours

This course is a study of electricity and wiring in the home, including principles of refrigeration, heating, lighting, hydraulics, the application of power with special emphasis on communication. Selected projects include the development of teaching aids for this area.

I. A. 222. Power Mechanics IV.

3 semester hours, 6 clock hours

This course is concerned with a more detailed study of communication in this area of power-mechanics. Students begin with the telegraph and telephone and study through to the building of radios and the adjustment of television sets and television antennas. Kits are used and layouts are made. Experimentation and testing are encouraged, with the use of the oscilloscope, photo-cell equipment, and high frequency apparatus.

I. A. 228. General Shop I.

3 semester hours, 6 clock hours

An introductory course in the crafts as commonly taught in secondary school industrial arts. Experiences will center around the design and execution of individual projects in such media as leather, textiles, ceramics, art metal and jewelry, and plastics.

I. A. 230. General Shop II.

3 semester hours, 6 clock hours

This course is planned as a pre-training laboratory in the conducting of a representative comprehensive general shop. Projects will be designed and made in any of the six standard areas of industrial arts. Teaching aids in the form of devices, instruction sheets, records, forms, and organizational procedures will be prepared for scheduled practice teaching assignments. (The unit method will be featured.)

I. A. 128. General Shop III.

3 semester hours, 6 clock hours

An opportunity for advanced work in the media of ceramics, art metal, enameling, jewelry, and lapidary.

I. A. 232. General Shop IV.

3 semester hours, 6 clock hours

An opportunity for advanced work in the media of leather, textiles, and plastics.

MATHEMATICS

Math. 100. A. - General Mathematics I.

3 semester hours, 3 clock hours

Basic principles and operations in arithmetic, algebra, and geometry. After an analysis of each student's mathematical background, individual or group programs are outlined which enable the students to extend their mathematical insights and abilities in the above fields. A required course for those students who have not received credit for a year of elementary algebra and a year of plane geometry.

Math. 101. A. - General Mathematics II.

3 semester hours, 3 clock hours

A course in elementary college mathematics in which the emphasis throughout is on the logical structure of mathematics and on its relation to other fields of knowledge. It provides work in the elements of college algebra, logarithms, and trigonometry.

Math. 100. B. - Survey of Mathematics I.

3 semester hours, 3 clock hours (Prerequisite, 1 year of elementary algebra and 1 year of geometry.)

Basic principles in arithmetic, algebra, and trigonometry with an emphasis on the logical structure of each topic itself and mathematical systems in general. Relationships between mathematics and other fields of knowledge are discussed where appropriate. Required course for all stu-

dents who have received credit for one year of elementary algebra and one year of plane geometry, except those in the nursing course.

Math. 101. B. - Survey of Mathematics II.

3 semester hours, 3 clock hours (Prerequisite, Mathematics 100 B.)

A continuation of Mathematics 100 B. Basic principles and operations in analytic geometry and calculus with an emphasis upon their logical structure and relation to other fields of knowledge.

Math. 100. C. Introduction to Analytic Geometry and Calculus

3 semester hours, 3 clock hours

A course in elementary college mathematics in which the emphasis throughout is on the logical structure of mathematics. It provides work in the elements of analytic geometry and calculus. A required course for students in the nursing course.

ELECTIVES AND SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching certificates in mathematics must select all courses as listed below - 12 semester hours - to complete a total of 18 semester hours of credit in the field. Students of other curricula may elect under guidance the following courses:

Math. 200. College Algebra

3 semester hours, 3 clock hours

Inequalities, theory of equation, permutations and combination, determinants, partial fractions and series.

Spring 1956

Math. 201. Trigonometry

3 semester hours, 3 clock hours

The study of trigonometric functions, fundamental relations, reduction formulas, solution of plane triangles, and the solution of spherical triangles.

Spring, 1957

Fall, 1957

Math. 202. Analytic Geometry

3 semester hours, 3 clock hours

The study of geometric properties by algebraic methods. Co-ordinate systems, loci and their equations, the straight line, circle, parabola, ellipse, hyperbola, and the general equation of the second degree.

Spring, 1955

Fall, 1955

Math. 203. Calculus

3 semester hours, 3 clock hours

A study of the meaning of derivatives, the value and the development of formulas, and their application to problems involving shapes, maxima and minima, and rates and velocities.

Fall, 1956



College Productions





Fun with Friends



MUSIC

Music 101. Music I.

2 semester hours, 4 clock hours

The student is helped (1) to become familiar with the rudiments of music and (2) to experience a wide variety of music through singing and listening. The class time given to these respective activities is approximately in the ratio of one to two.

Music 102. Music II.

1 semester hour, 2 clock hours

An intermediate course designed to extend the student's skill and appreciation. Music I and Music II comprise a sequence, at the end of which the student should be familiar with such items as the movable-do system, part-singing, and simple melodic dictation, as well as a considerable amount of music literature of the last five centuries.

Music 103. Music Appreciation

1 semester hour, 2 clock hours

A listening course including music from the 16th century to the present. The approach is through popular music and folk-song to the larger musical forms, with the purpose of providing as wide an acquaintance with music literature as is practicable.

Music 200. Music in Elementary Education

2 semester hours, 4 clock hours

The objectives and techniques of teaching music in the first six grades are examined. The student begins to think of music in terms of the elementary school child. Observation of actual classroom situations parallels the study.

Music 201. Music in Upper Grades

1 semester hour, 2 clock hours

The objective of this course is to acquaint the student with the uses of music in grades five through nine, with emphasis upon techniques in the fifth and sixth grades. Observation of actual room situations parallels the study.

Music 207. Folk Song (Elective)

3 semester hours, 3 clock hours

This course is devoted to world folk song. Some emphasis is placed upon American regional types, as well as upon songs which are particularly suited to elementary and junior high school use.

Fall, 1955

Music 210. The Symphony (Elective)

3 semester hours, 3 clock hours

Beginning with the Viennese symphonists, the student traces the formal and qualitative changes of the symphony to the present time.

Spring, 1956

Music 215. The Opera (Elective)

3 semester hours, 3 clock hours

An intensive review of a few representative operatic works.

Fall, 1956

Music 217. History of Music (Elective)

3 semester hours, 3 clock hours

Music since the Middle Ages is studied as one of the humanities, with attention to the interaction of music and society and to the relationships of music to the other arts.

Spring, 1957

Music 220. Twentieth-Century Music (Elective)

3 semester hours, 3 clock hours

Modern styles and idioms in music are examined. The student is helped to set up criteria of musical judgment and taste. Contributions of contemporary composers and performers are stressed.

Fall, 1957

PHILOSOPHY

Phil. 203. Introduction to Philosophy

3 semester hours, 3 clock hours

The student is acquainted with the broad problems of truth, reality, goodness, and beauty through a study of the primary sources of an historical nature.

Phil. 204. Educational Philosophy

3 semester hours, 3 clock hours

Comparative treatment is given to the implications for education of the several major philosophic positions studied in the "Introduction to Philosophy." The course deals in detail with the several insistent positions in educational philosophy of the present day education as the transmission of the cultural heritage, education as purposeful experience, education as the guardian of truth, education as the scientific discipline. The subject-centered, the child-centered and the society-centered views of education are compared. The purposes of education in relation to the nature and purposes of the democratic state and the American way of life are studied.

Assigned study, course readings, class lecture and discussion, special reports.

PSYCHOLOGY

Psych. 101. General Psychology

4 semester hours, 4 clock hours for Elementary and Junior High course.

3 semester hours, 3 clock hours for Nursing course.

The study of the science of human behavior, individual and group, in the present and predictable relationships of life. Units of work will include scientific methodology, maturation and learning, intelligence and its measurement, motivation of behavior, adjustment, personality, special aptitudes and interests. Significant differences in interests, capacities, and behaviors of the several recognized age groups are studied.

Psych. 102. General Psychology

3 semester hours, 3 clock hours

The study of the science of human behavior, individual and group, in the present and predictable relationships of life. Application is made to practical problems which arise in the fields of teaching, industry, and business. Special emphasis is placed upon adolescent traits.

Psych. 201. Educational Psychology

4 semester hours, 4 clock hours

A study of the psychological principles of learning behavior. The role of interests and needs in experience. The psychological principles and criteria of habit and skill acquisition, the acquisition of understanding, the training of emotional response, and the development of attitudes. Personality development, temperament, and the psychological bases of discipline. The psychological bases of the concept of educational evaluation.

Psych. 216. Mental Hygiene

3 semester hours, 3 clock hours

The course covers a brief development of modern views of mental illness. A comparative study of the dynamics of normal and abnormal behavior. Diagnosis, understanding, treatment and prevention of abnormal reaction patterns ranging from the mild personality disorders to hospitalized cases.

Fall, 1955

Psych. 217. Applied Psychology (Elective)

3 semester hours, 3 clock hours

Emphasis is placed upon the practical as an outgrowth of the theoretical background of psychology. Applications of psychology are made to industry, medicine, teaching, business, advertising, law, politics, human engineering, and human relationships.

Spring, 1956

SCIENCE

I. Physical Science

Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education. (See pages 28 to 33.)

Sci. 110. Physical Science.I

3 semester hours, 3 clock hours

A survey of the broad areas of the physical sciences. Emphasis is placed on the use of the scientific method in the logical development of scientific concepts.

Sci. 112. Physics I

3 semester hours, 3 clock hours

A study of the basic laws of physics dealing with mechanics, heat, light, sound, electricity and magnetism. Required of Industrial Arts sophomores.

Sci. 113. Chemistry I

3 semester hours, 3 clock hours

A study of the fundamentals of chemistry with material selected from both the inorganic and organic fields. Modern chemical processes and products are emphasized. Required of Industrial Arts sophomores.

Sci. 114. Inorganic Chemistry

3 semester hours, 4 clock hours

A systematic study of the fundamentals of chemistry with applications in inorganic chemistry. Special attention is given to problems in physiological chemistry.

Sci. 115. Organic Chemistry

3 semester hours, 4 clock hours

A systematic study of carbon compounds at the pre-professional level with special attention to problems in physiological chemistry.

Prerequisite: Inorganic chemistry or its equivalent.

Sci. 116. Physics for Nurses

3 semester hours, 4 clock hours

The basic laws of physics are interpreted and evaluated by showing their application to the field of nursing. Subject matter is drawn from the fields of mechanics, heat, light, sound, electricity, magnetism, and nuclear physics.

ELECTIVE AND SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching certificates in Physical Science must select all courses as listed below to complete a total of 18 semester hours of credit in the field. Students of other curricula may elect, under guidance, the following courses:

Sci. 210. Chemistry II

3 semester hours, 4 clock hours

The periodic system of the elements is studied with regard to its history, its uses, and its weaknesses. In that framework more detailed study is made of certain typical metals, non-metals, inert gases, and members of the actinide series. Brief introduction to organic chemistry is included.

Fall, 1955

Sci. 211. Physics II

3 semester hours, 4 clock hours

With the aid of experiments and problems, a study is made of laws and formulae in six major areas of physics. Attention is given to famous scientists who discovered those laws.

Fall, 1956

Sci. 212. Physical Science II

3 semester hours, 3 clock hours

This course is intended to enrich the student's subject matter background in Astronomy: facts and theories about the solar system, our own galaxy, other galaxies, astronomical use of the spectroscope, and a non-mathematical treatment of relativity, and meteorology; the global weather picture, forces contributing to the weather in the U.S.A., physics of the air, weather instruments, work of the U.S. Weather Bureau, cold fronts, warm fronts, cyclones, and simple forecasting problems.

Spring, 1957

Sci. 213. Industrial Chemistry

3 semester hours, 3 clock hours

The methods of manufacture and the properties of newly developed materials for common use: alloys, plastics, finishes, fabrics, and adhesives.

Spring, 1956

Sci. 214. Geology

3 semester hours, 4 clock hours

A course in physical and historical geology starting with a brief history of the earth and dealing with the various agents which have brought about its present form. Special attention is given to the evidences of the recent glaciation of New England. Some time is spent in developing the relationship of fossils to the age of the earth and the similarities and differences of fossil plants and animals to present day organisms.

Spring, 1956

II. Biological Science

Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education on pages 27 to 32.

Sci. 100. **Biology I**

3 semester hours, 4 clock hours

A survey course in living organisms—their relationships to each other and to man. Plants and animals included are those commonly encountered in New England. Field work and laboratory work supplement the study.

Sci. 102. **Biology II**

3 semester hours, 4 clock hours

A study, for the prospective teachers, of the science of living matter, advanced beyond Biology I, with special emphasis on the human biologic organism and the biologic bases of human behavior.

Sci. 105 and 106. **Anatomy and Physiology I and II**

3 semester hours, (each semester) 4 clock hours

This course assists the student to understand and appreciate the structure and function of the normal human body through lecture, discussion, and laboratory experience.

Physiological principles, fundamental to the maintenance of health and intelligent nursing care, are developed.

ELECTIVE AND SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching in Biological Science must select all courses as listed below to complete a total of 18 semester hours of credit in the field.

Students of other curricula may elect, under guidance, the following courses.

Sci. 201. **Invertebrate Zoology**

3 semester hours, 4 clock hours

A study of animals without backbones from Protozoa to the invertebrate Chordates. Zoological principles are emphasized rather than pure morphology. Animals studied are those common to New England.

Fall, 1955

Sci. 202. **Vertebrate Zoology**

3 semester hours, 4 clock hours

A study of vertebrate animals with special emphasis on ecology and economic importance.

Spring, 1957

Sci. 203. Writings in Science (Elective)

3 semester hours, 3 clock hours

A course in the evaluation of published materials in science.

Samples of the outstanding contributions of scientific literature are studied.

Fall, 1955

Sci. 205. Botany

3 semester hours, 4 clock hours

A survey course in botany from bacteria to flowering plants with special emphasis on the higher plants. The course includes field and laboratory work. Individual projects and experiments in plant growth and reproduction are carried out.

Fall, 1956

Sci. 206. Conservation of Natural Resources

3 semester hours, 4 clock hours

A course in the proper use and management of fish and wildlife, recreation areas, soil, water, forests, and minerals to attain the greatest good for the largest number for the longest time. The course includes demonstrations, actual experience in the school woodlot, field trips to farms in the area, that practice soil and water conservation techniques.

Fall, 1956

NOTE: Candidates for Junior High School teaching in Science must select, under guidance, a total of 21 semester hours from the electives listed under the Physical and Biological Sciences to complete a total of 30 semester hours of credit in the field.

SOCIAL STUDIES

Students are required to take the following course assigned to their respective curricula in the Curriculum Outlines for Teacher Education on pages 27 to 32.

S.S. 100 and 101. History of Western Civilization

3 semester hours, 3 clock hours

A survey of the development of civilization, emphasizing the special characteristics and contribution of successive periods and peoples from primitive man to today. The development of the concepts of culture, culture epochs, and culture transmission.

S.S. 105. U.S. History and Constitution

3 semester hours, 3 clock hours

This course strives to build an understanding of the growth of American institutions, traditions, and ideals, and to develop an appreciation and understanding of the American heritage. The historical forces of the past are studied in their pertinence to the issues and problems of today.

S.S. 110. Principles of Geography

3 semester hours, 3 clock hours

A basic course organized and presented to develop an understanding of and an appreciation for the interrelationships that exist between the physical and human elements of the environment. World patterns of climate, land forms, drainage systems, soils, vegetation, resources, products, and population distribution are emphasized in their influence on the economic, social, and political activities of men and nations. Effective use of the tools of geography—graphs, charts, maps, globes and atlases—is a significant part of the course.

S.S. 120. Introductory Economics

3 semester hours, 3 clock hours

A study of the organization and functions of economic society to develop understanding of the processes of production, consumption, exchange, and distribution. A study of economic experiences in terms of theories of value and distribution with an emphasis on costs, marginal utility, rent, interest, wages, and profits. An evaluation of economic philosophies and programs.

Readings, case studies, and class discussion.

S.S. 210. Geography of the United States and Canada

3 semester hours, 3 clock hours

A study of the United States and Canada on a regional basis including topography, climate, soils, vegetation, natural resources, and man's principle uses of each region. Analysis of industrial, cultural, and political interrelationships between the United States and Canada are stressed through such projects as the Great Lakes-St. Lawrence Deep Waterway and the mutual continental defense system.

Prerequisite: Principles of Geography

S.S. 220. Industrial Society

3 semester hours, 3 clock hours

This study of the interrelationships of economics and sociology in present technological society is required of all Industrial Arts students. Among its objectives are: increasing acquaintance with the science of production, consumption, exchange and distribution of wealth, understanding of the changing social problems in industry reflected in the operating policies of management. Study of governmental relations with labor, capital, and management. Study of the techniques of civilization—science industry, and the arts—as they interact in the art of living.

Readings, economic studies, and class discussion.

Spring, 1957

S.S. 221. Contemporary American Sociology

3 semester hours, 3 clock hours

An introduction to the science of social relations. A detailed study

of the basic factors and processes in the development of social institutions, and the interrelationships of sociology, economics, anthropology and geography in American culture.

There is a special emphasis on the nature and function of health service in our democratic society and on the sociological problems of health service.

Spring, 1957

S.S. 222. Social Institutions

3 semester hours, 3 clock hours

A survey of the functions, techniques, and interrelationships of economics, sociology, and anthropology in the service of cultural needs. Universal culture traits, culture areas, culture diffusion, and social progress.

An introduction to the science of groups and social institutions. A study of the processes which effectuate social progress and betterment.

A review of such influences in social change as heredity, environment, race, population, and status.

Spring, 1957

S.S. 223. Social Institutions (I. A.)

3 semester hours, 3 clock hours

A historical review of human culture: the development by primitive man and his successors of the tools, standards, and institutions of society.

Spring, 1957

S.S. 224. Advanced Sociology

3 semester hours, 3 clock hours

The study of the phenomena of group behavior. Social and cultural forces in their effect on individual human custom, politics, advertising, social and industrial organization. Group suggestability. The creation and change of style. The characteristics and differing behaviors of the several typical socioeconomic strata of American community structure.

S.S. 230. Comparative Government

3 semester hours, 3 clock hours

A comparative analysis of the various forms of government, their underlying philosophies, and their differing political climates.

The American system receives special emphasis.

ELECTIVES AND SPECIAL FIELD REQUIREMENTS

The following courses are offered in regular rotation as electives. Candidates for Junior High School teaching certificates in Social Studies must select under guidance a total of 9 semester hours from the following list to complete a total of 30 semester hours of credit in the field.

Candidates for Junior High School teaching certificates in history must select under guidance a total of 9 semester hours from the history group below to complete a total of 18 semester hours of credit in this field.

S.S. 202. History of Massachusetts

3 semester hours, 3 clock hours

An intensive study of the founders and the founding of Massachusetts, her evolution as a colony, province, and state, her part in and contribution to national life and world culture.

Spring, 1956

S.S. 203. History of the Middle Ages

3 semester hours, 3 clock hours

The Mediterranean and European world between the fall of classic Rome and Renaissance, Christendom and Islam, feudalism and rebirth of town life, the unique culture contributions of the era.

Fall, 1955

S.S. 206. Colonial History

3 semester hours, 3 clock hours

The discovery and colonization of the New World, against the background of European and Indian cultures, the development of English colonies with their democratic and independent spirit, the struggle for continental control, the American Revolution.

Spring, 1957

S.S. 207. Current World Affairs

3 semester hours, 3 clock hours

The background, course and consequences of two World Wars. The history of the major nations, and of international relations, since 1918. Forces and problems of the present.

Fall, 1956

S.S. 212. Economic Geography

3 semester hours, 3 clock hours

A course designed to give an understanding of the interdependence of nations. A study of the basic geographic factors involved in the production, distribution, and consumption of the major commodities of the earth in relation to national prosperity and development. Regional aspects are emphasized.

Spring, 1957

S.S. 213. Meteorology

3 semester hours, 3 clock hours

A course that includes a study of the laws and principles underlying atmospheric phenomena, analysis of weather conditions using meteorological instruments and the daily weather map, methods of extrapolation and forecasting, and the application of weather data to problems of agriculture, forestry, transportation, and health.

Prerequisite: Principles of Geography.

Fall, 1956

S.S. 214. Climatology

3 semester hours, 3 clock hours

The climatic regions of the world as controlled by such factors as

latitude or sun, winds and ocean currents, semi-permanent high and low pressure cells, mountain barriers, air masses and fronts, and storms. Because of its world-wide use the Koppen climatic classification is emphasized throughout the course.

Prerequisite: Principles of Geography.

Spring, 1957

S.S. 216. Latin America

3 semester hours, 3 clock hours

A geographic evaluation of some of the problems of Latin America: the historical background; the major geographic regions; the economic positions of the countries, colonies, and islands, economic and other problems of the several regions; the relationship of the United States to Latin America; the commercial importance of the various countries and islands.

Fall, 1956

S.S. 217. Geography of Europe

3 semester hours, 3 clock hours

A regional analysis of the geographic bases of the internal and international problems which the European countries face today.

Spring, 1956

S.S. 218. Geographic Influences in American History

3 semester hours, 3 clock hours

A study of the relationships between the features of the natural environment and the historical development of the United States. Oceans and coasts, islands and harbors, mountain barriers and gaps, weather and climate, soil and vegetation, native animals and natural resources are analyzed to show their influence on the exploration, colonization, and expansion of that part of the North American continent that was to become the United States. The course stresses the role of geography in the expansion of the European colonies scattered along the Atlantic seaboard to a nation that spanned a continent and a world in about three centuries.

Prerequisite: Principles of Geography.

Spring, 1956

S.S. 219. Political Geography

3 semester hours, 3 clock hours

A study of dependent and independent political units (colonies, protectorates, trust territories, commonwealths, and countries), boundary disputes, strategic areas, buffer zones, international fisheries, world trade agreements, international air routes, creation of new nations, international organizations, and the maintenance of world peace.

Prerequisite : Principles of Geography.

Fall, 1955

Spring, 1957

S.S. 220. Geomorphology

3 semester hours, 3 clock hours

S.S. 221. Geography of Africa

3 semester hours, 3 clock hours

A course that includes Africa and neighboring islands of the Atlantic and the Pacific; the economic, political and cultural development of these areas in relation to their physical environment; political affiliation of colonies, protectorates, and trust territories.

Prerequisite: Principles of Geography.

Fall, 1956

S.S. 222. Geography of Asia

3 semester hours, 3 clock hours

The geographical factors underlying the major regions of the Soviet Union, the Far East and adjacent islands, and the Middle East. Special emphasis is placed on recent development of natural resources and industries, the evolution of former mandates and colonies to independent political status, significance of strategic areas, political problems involving Dutch Guinea, Kashmir, Portugese India, and French India, and international alliances in the interest of world peace.

Prerequisite: Principles of Geography.

Spring, 1956

S.S. 231. Public Finance

3 semester hours, 3 clock hours

The study of major problem areas in public fiscal administration. Problems receiving attention include the theory and practice of public expenditures and collection of public revenues, policy formation in fiscal administration (local, state, and national), taxation problems, budgetry practice, and public relations.

Fall, 1956

Prerequisite: Introductory Economics.

S.S. 232. Labor Problems

3 semester hours, 3 clock hours

The historical background and present status of labor organizations and problems. A study of labor markets, systems of wage-payments, relation of wage policy to employment, and related problems. Theories and programs of Industrial Democracy.

Spring, 1956

Prerequisite: Introductory Economics.

S.S. 233. Modern Economic Theory

3 semester hours, 3 clock hours

A survey of modern economic thought from its English and European

origins. Mass production and interchangeable parts; expanded consumption and advertising; sub-division of labor and full employment; distribution of income and social security, and gross national product and deficit financing are some of the factors studied in detail. Spring, 1956

Prerequisite: Introductory Economics.

SPECIAL EDUCATION FOR THE TEACHING OF THE MENTALLY RETARDED

S.E. 22. Psychology of Subnormal and Unadjusted Children

4 semester hours , 4 clock hours

A study of retardation and its causes; the classification of retardation by degree; methods of identification; educational and vocational possibilities; history of the training of the retarded child; social aspects of mental deficiency, and psychological problems of mental retardation.

A study of the unadjusted child and the effect of maladjustment on the individual and the group; the sources and treatment in terms of physical growth, mental capacity, emotional stability, and socio-economic status.

S.E. 204. Methods of Teaching the Mentally Retarded

5 semester hours, 5 clock hours

Designed to aid students in planning education that will provide for the optimum conditions of growth and development of mentally retarded children. Curriculum content and organization of special classes and schools are considered. Experiences include study and observation of the specialized skills of the special class teacher with particular emphasis on language arts and arithmetic including remedial techniques.

S.E. 209. Educational Measurements I

2 semester hours, 2 clock hours

A course in student evaluation. A study of teacher made tests, standardized group instruments, and other evaluative techniques used by the classroom teacher. Also included is a knowledge of simple statistical procedures typical of current literature in the field of special education.

S.E. 210. Educational Measurement II: Mental Testing

2 semester hours, 2 clock hours

Theory and development of intelligence tests; administration, scoring and interpreting of individual and group tests; study of tests of special abilities as related to problems of special education.

S.E. 220. Domestic Arts

3 semester hours, 6 clock hours

A study of foods, including simple food selection and preparation, elementary nutrition, meal planning and table service.

The second phase consists of a study of clothing, dealing with an understanding of quality, style, and care of clothing items within the ability of the retarded child.

S.E. 224. Industrial Arts I

3 semester hours, 6 clock hours

An introduction to constructional activities in wood and metal for the mentally retarded child. Through the planning and construction of these activities, an attempt is made to achieve an appreciation of the materials, tools and processes essential to better life adjustment.

S.E. 226. Industrial Arts II

3 semester hours, 6 clock hours

Experience with the handicrafts of ceramics, textiles, plastics, leather and graphic arts. This course supplements Industrial Arts I and with it leads to the use and expansion of the unit method in special class teaching.

S.E. 230. Practice Teaching

8 semester hours, 25 clock hours

Students are assigned to selected special classes for one semester. Each student gradually assumes full classroom responsibility guided by the co-operating teacher and college supervisor.

S.E. 240. Seminar in Special Education

2 semester hours, 2 clock hours

A recapitulation of the experiences of practice teaching in special classes for the mentally retarded child with emphasis on problems confronted by the student during this period.

A study of Massachusetts school law, function and services of the State Department of Education, school administration, school records and home reports with emphasis on how they relate to the retarded child.

The problems of teacher employment, salary schedules, professional ethics, professional organizations, employment interviews, and professional correspondence.

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